



							EOY Assessment Point
							<p><b>HT6:</b> Introduction to Yr11 theme: Personal artist/culture selection</p> <p><b>HT1 – HT6</b> <i>Key Concepts</i> AQA GCSE FINE ART <b>ASSESSMENT OBJECTIVES:</b> AO1 Develop ideas through investigations AO2 Refine work by exploring ideas, selecting and experimenting AO3 Record ideas, observations and insights AO4 Present a personal and meaningful response</p>
							<p><b>HT5:</b> Present a personal and meaningful response</p> <p><b>Overarching unit intent:</b> Development &amp; refinement of personal journey showing connection with theme and artist's/ culture. <b>ASSESSMENT OBJECTIVES COVERED:</b> AO1- AO4 Final personal and meaningful response + SUMMATIVE <b>ASSESSMENT by both Art teachers to ensure all grades are standardised (HOD &amp; Subj).</b> <b>End of Portfolio unit 1</b></p>
							<p><b>Assessment Point: Summative or AFL</b></p> <p><b>Assessment Programme</b> AO1 Develop ideas through investigations AO2 Refine work by exploring ideas, selecting and experimenting AO3 Record ideas, observations and insights AO4 Present a personal and meaningful response</p> <ul style="list-style-type: none"> <li>• Social and emotional aspects of learning</li> <li>• Class work</li> <li>• Independent learning</li> <li>• Critical analysis and evaluations</li> </ul> <p><b>Formative assessment of pupil progress each lesson-</b>; these will be a mixture of teacher assessments, peer assessments and self-assessments. Summative assessment</p>
							<p><b>Assessment Point: Summative or AFL</b></p> <p>Assessment &amp; Feedback sheets issued to students with CWG and targets identified. IT IS EXPECTED PUPILS WORK ON THE TARGETS IN AFTER SCHOOL SESSIONS AND FOR HW.</p>
							<p><b>HT4:</b> Development phase Directed project</p> <p><b>Overarching unit intent:</b> Review and adapt learning. Further investigation into Contextual analysis of artists historical &amp; contemporary.(Looking at similar artists across time) Critical analysis and written evaluations</p> <ul style="list-style-type: none"> <li>• Pupils take individual photographs in response to theme</li> <li>• Further development and refinement of ideas</li> <li>• Progression of sketchbooks</li> </ul> <p><b>ASSESSMENT OBJECTIVES COVERED:</b> AO1, AO2 &amp; AO3</p>
							<p><b>HT3:</b> Development phase Directed project</p> <p><b>Overarching unit intent:</b> Contextual analysis of artists &amp; use to inspire own imaginative work. Record critical analysis and written evaluations, whilst further developing their Art vocabulary.</p> <ul style="list-style-type: none"> <li>• Students' personal selection of artist &amp; theme.</li> <li>• Develop links between artist and chosen theme</li> </ul> <p><b>ASSESSMENT OBJECTIVES COVERED:</b> AO1, AO2 &amp; AO3</p>
							<p><b>HT2:</b> 'Natural or Man-Made' Directed project with Personal response, investigation &amp; experimentation into Theme and Stimulus</p> <p><b>Assessment Point: Summative or AFL</b></p>
							<p><b>Overarching unit intent:</b> Students work on a number of mini-projects to build on their initial experiences, knowledge, understanding and skills development from introductory phase HT1</p> <p>This is mostly a teacher-directed phase. Students have the opportunity to fully engage with the theme and make a personal response when developing, refining and recording ideas.</p>
							<p><b>Assessment Programme</b> AO1 Develop ideas through investigations AO2 Refine work by exploring Ideas, selecting and experimenting AO3 Record Ideas, observations and insights AO4 Present a personal and meaningful response</p> <ul style="list-style-type: none"> <li>• Social and emotional aspects of learning</li> <li>• Class work</li> </ul>
							<p><b>HT1:</b> Introductory phase Foundation studies 'Natural or Man-Made'</p> <p><b>Overarching unit intent:</b> Baseline assessment drawing of a natural/man made form to assess progression from KS3 and increased proficiency. Workshops developing skills with FORMAL ELEMENTS: Line, tone, cross-hatching, stippling, ink etc</p>



<p><b>AO1 &amp; AO3</b> Students explore and experiment with a variety of materials, processes and techniques, and investigate different kinds of sources. Students explore a variety of approaches to drawing and written annotation. Develop sketchbook skills which include: Research, Recording, Analysis, Contextual links, Experimentation &amp; Presentation. Encouraging Self-management &amp; individuality at GCSE level.</p>	<p>Review, revise and develop proficiency &amp; confidence in skills &amp; control of materials <u>Continuation of WORKSHOPS:</u> Pen &amp; Ink Kirigami</p> <p><u>ASSESSMENT OBJECTIVES COVERED:</u> AO1 Develop ideas through investigations AO3 Record ideas, observations and insights</p>	<ul style="list-style-type: none"> <li>Independent learning</li> <li>Critical analysis and evaluations</li> </ul> <p><b>Formative assessment of pupil progress each lesson-</b>; these will be a mixture of teacher assessments, peer assessments and self-assessments. <b>Summative assessment at end of HT2 by both Art teachers to ensure all grades are standardised (HOD &amp; Subj)</b></p>		<p><u>CAREERS</u> Students explore a wide variety of designers, artists and craftspeople and learn how to work and think as them. They also learn how to price their Art for retail.</p>	<p>at end of unit by teacher + standardisation of all AO1 – AO3 by both teachers.</p>			<ul style="list-style-type: none"> <li>Interleaving skills to reinforce skills and understanding</li> <li>Independent Learning</li> <li>Social and emotional aspects of learning</li> </ul> <p><b>Formative assessment of pupil progress each lesson-</b>; these will be a mixture of teacher assessments, peer assessments and self-assessments. <b>Summative assessment at end of HT2 by both Art teachers to ensure all grades are standardised (HOD &amp; Subj)</b></p>
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