



EOY Assessment Point							
HT6: N/A							
HT5: N/A							
Teacher assessment and standardising final grades							
Student presentation/ Display all work in exhibition							
AQA examiner moderation visit							
Exhibition of work.							
HT4: Component 2 (EST)							
Assessment Point: Summative or AFL							
Assessment Programme							
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							
• Social and emotional aspects of learning							
• Class work							
• Independent learning							
• Critical analysis and evaluations							
Formative assessment of pupil progress each lesson-; these will be a mixture of teacher assessments, peer assessments and self-assessments.							
Summative assessment at the end of the unit.							
HT3: Component 2: Externally set assignment phase Externally set task (40% of final grade)							
Overarching unit intent:							
Exam papers (Externally Set task – Component 2) Issued from 2 nd January (first lesson).							
Student response to selecting one GCSE theme from seven possible themes.							
Review and personal selection / response to theme							
• Personal investigation.							
• Mind map thoughts/ ideas							
Individual research and progressive development of their own theme AO3.							
Contextual analysis of artists & use to inspire their own imaginative work.							
Record critical analysis and written evaluations, whilst further developing their Art vocabulary.							
Evidence of their creative journey in the form of Preparatory work over 6 weeks approx..							
Show development, refinement & recording of ideas.							
All Preparatory work must be evaluated and completed prior to The 10hrs of supervised time (HT4)							
HT2: Refinement of Component 1 (60%) & Mock Exam							
Assessment Point: Summative or AFL							
Assessment Programme							
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							
• Social and emotional aspects of learning							
• Class work							
• Independent learning							
• Critical analysis and evaluations							
Overarching unit intent:							
Refinement of Component 1 ready for final assessment.							
This will involve bespoke and focussed tasks and targets for individual students in order to address gaps in their learning and to prepare their work for assessment.							
All work for Component 1 will be submitted for final assessment when we break up for Christmas.							
HT1: Natural Forms Final Piece (Mock Exam)							
Overarching unit intent:							
Refinement of Component 1 Natural Forms project and planning for a final piece.							
A final outcome will be produced during a 5 hour (1 school day) mock exam							
Students explore a wide variety of designers, artists							

- Produce Creative work, exploring ideas & record their experiences in a Sketchbook or other means.
- Become proficient in drawing, painting, sculpture & other techniques
- Evaluate and critically analyse creative works using Art, craft & design language
- Know about great artists craftspeople and designers & understand the historical and cultural development of their art forms
- Include periods & styles of movements from



<p>and craftspeople and learn how to work and think like them. They also learn how to price their Art for retail.</p>	<p>Assessment & 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>Formative assessment of pupil progress each lesson- these will be a mixture of teacher assessments, peer assessments and self-assessments. Summative assessment at the end of the unit by both art teachers and grades standardised.</p>						<p><i>ancient times to present day.</i></p> <ul style="list-style-type: none"> • <i>Interleaving skills to reinforce skills and understanding</i> • <i>Independent Learning</i> • Social and emotional aspects of learning
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Careers in Art & Design

Artist, Illustrator, Set Designer, Graphic Designer, Art Historian, Sculptor, Animator, Games Designer, Fashion & Textile Designer, Art Teacher, Photographer, Curator, Art Director, Art Therapist, Jewellery Designer, Interior Designer, web Designer, Concept Artist, Ceramicist, Tattoo Artist (and more!)

Catholic Social Teaching in Art & Design

Art brings thoughtful contemplation, an appreciation of the skills of others, a sense of awe about the world around us and a desire to help protect and share the beauty we see in all of God's creation. Dignity, solidarity, the common good, the option for the poor, peace, creation and environment and the dignity of work and participation are all promoted within Art lessons at St James' and are underpinned by the school's core values: *Family, Faith and Excellence*.