

Year 7

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future		
Faculty Intent	To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.		
Subject Intent	<i>“Art and Design lessons will be accessible and enjoyable to all, they will stimulate curiosity, boost creativity and give everybody the confidence and skills to make their mark”</i>		
	Term 1	Term 2	Term 3
Topic Name	EXPLORATION PROJECT	PORTRAIT PROJECT	COLOUR
Key Content	An investigation looking at polar and space exploration and the mixed media techniques of the artists El Gato Gomez and Jonathan Klassen <i>A baseline drawing will also be completed in the first lesson that will not form part of the project.</i>	Looking at scale and proportion in portraiture followed by a final outcome inspired by the artists Jean-Michael Basquiat and Pablo Picasso.	The study of complementary and harmonious colour schemes in landscape drawing. Artwork inspired by David Hockney.
Intent			
How does this link to your intent?	It is an enjoyable and very accessible project. It is very structured and does not require high level drawing skills. It further aims to build confidence by promoting student outcomes in virtual galleries.	Intended to boost creativity. It is designed to stimulate a greater degree of exploration and experimentation of materials than in the previous project.	An expressive painterly outcome that will help boost enthusiasm, embed confidence and further increase our students understanding of the mark making process in Art and Design.
Sequencing			
Why this and why now?	Introduces students to the idea of a structured project that meets all 4	Builds on the idea of a project that consists of a sequence of research,	Colour theory is a critical component and highly relevant to all key stages. Students

	national curriculum strands listed below.	analysis of great artists craftspeople and designers, development of ideas and skills. Scale of work is increased.	are more settled at this point and responsive to a greater degree of technical instruction.
National Curriculum Audit			
Content	2D ILLUSTRATION PENCIL CRAYONS COLLAGE WATERCOLOUR	PENCIL OIL PASTEL WATERCOLOUR 3D CLAY	INK CHALK PASTEL READY MIX/ACRYLIC PLEIN AIR
produce creative work, exploring their ideas and recording their experiences	✓	✓	✓
become proficient in drawing, painting, sculpture and other art, craft and design techniques	✓	✓	✓
evaluate and analyse creative works using the language of art, craft and design	✓	✓	✓

know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.			
Key concepts / Vocabulary			
12 or less	• Stylised • Abstract • Realistic • Personalised • Discrimination • Composition • Colour • Mixed Media	• Proportion • Scale • Tone • Shape • Texture • Contrast • Highlights • Accuracy	• Complementary Colour • Harmonious Colour • Primary Colours • Secondary Colours • Tertiary Colours • Expressionistic • Impressionistic • Plein Air
Reading opportunity			
Learning Outside the Classroom / Cultural Capital			

Opportunities			Plein Air work outside drawing views across to the church in the distance.
SMSC & British Values			
ICT in curriculum			
Careers links, opportunities and visits etc			
Homework			
Description	A homework sheet is given out at the start of the year. It is glued into all planners and sketchbooks. There are 4 tasks each term that relate directly to each topic. A deadline for the completion of all 4 tasks is given out at the start of the term.		
Assessment			
Type	All students produce a final outcome to this project which I use as a summative assessment marker for student reports/pathway grades. The major assessment aim of this project is to measure accuracy when using basic drawing and collage materials. Students will peer assess baseline test using key recording skills outline; Composition, Shape accuracy, Shading skills.	All students produce a final outcome to this project which I use as a summative assessment marker for student reports/pathway grades. This final assessment will be based on student ability to convey shape and proportion accurately in both clay and pencil drawing techniques.	All students produce a final outcome to this project which I use as a summative assessment marker for student reports/pathway grades. The main assessment aim of this project will be to measure student confidence in their ability to express themselves with colour.
Why this style of assessment and why now?	Baseline testing helps to establish the criteria of assessment in drawing and also can be used to	Increased levels of accuracy attempting to build on work completed during term	An expressive end to the year with work being submitted for end of year exhibition.

	determine progress throughout the year.	1. Initial introduction into the use of clay is important at this early stage of year 7.	
SMSC			
		Identity/questioning of self-image. Students draw celebrity portraits and discuss how social and traditional media affects our perception of beauty.	Colour: How colour may portray mood. David Hockney a positive gay icon in the world of art, representing British values tolerance, respect.

Year 8

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future		
Faculty Intent	To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.		
Subject Intent	<i>“Art and Design lessons will be accessible and enjoyable to all, they will stimulate curiosity, boost creativity and give everybody the confidence and skills to make their mark”</i>		
	Term 1	Term 2	Term 3
Topic Name	POP UP PROJECT	CONCEPT IN A BOX	COIL POTS
Key Content	Design and make a pop-up card inspired by the Illustrative artwork of John Kenn Mortensen and Jon Burgerman. <i>A baseline drawing will also be completed in the first lesson that will not form part of the project.</i>	Text, maps and conceptual boxes inspired the artwork of Tom Phillips, Claire Brewster, Shannon Rankin and Joseph Cornell.	Observational drawings of natural forms developed into a clay coil pot outcome.
Intent			

How does this link to your intent?	It is an enjoyable start to the year with a graphic type of illustration that students like to study, and which motivates them to produce outstanding work.	Conceptual art is challenging, it allows students to engage in a form of art that does not require drawing or painting skill. It engages their curiosity.	Working with clay is very immediate process. Mark making with this material is quite seductive and therapeutic for students to engage with.
Sequencing			
Why this and why now?	An enjoyable set of graphic artists to study which is very accessible to all our students.	Engages students in critical thinking. In some ways a higher level of challenge than term 1. Students can really personalise this project.	Planning involves working with year 9 when using the kiln or when working with the demands of clay.
National Curriculum Audit			
Content.	GRAPHICS ILLUSTRATION 3D PAPER ENGINEERING PEN DRAWING	3D CONCEPTUAL ART LITERACY TEXT BASED ARTWORK.	CRAFT 3D DESIGN CLAY SCULPTURE
produce creative work, exploring their ideas and recording their experiences	✓	✓	✓
become proficient in drawing, painting, sculpture and other art, craft and design techniques	✓	✓	✓

evaluate and analyse creative works using the language of art, craft and design	✓	✓	✓
know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	✓	✓	✓
Key concepts / Vocabulary			
12 or less	• Illustrator • Marketing • Graphics • Characters • Self-Employed • Texture • Rendering • Composition • Proportion • Tone	• Surreal • Landscape • Illusion • Perception • Abstract • Realistic • Imagination • Composition • Texture • Shade	• Pottery • Ceramics • Therapeutic • Mass production • Self Employed • Glazed • Terracotta • Clay • Fired • Kiln
Learning Outside the			

Classroom / Cultural Capital			
Opportunities		Visit to Bondu to collect natural resources for Conceptual Box Sculptures.	
Homework			
Description	A homework sheet is given out at the start of the year. It is glued into all planners and sketchbooks. There are 4 tasks each term that relate directly to each topic. A deadline for the completion of all 4 tasks is given out at the start of the term.		
Assessment			
Type	All students produce a final outcome to this project which I use as a summative assessment marker for student reports/pathway grades. The major assessment aim of this project is to show an understanding of illustration pen drawing techniques. Students will peer assess baseline test using key recording skills outline; Composition, Shape accuracy, Shading skills. Students have developed pencil shading skills in year 7. This is a progression from year 7 and further builds on those skills.	All students produce a final outcome to this project which I use as a summative assessment marker for student reports/pathway grades. This final assessment will be based on student ability to develop a personal idea or theme that demonstrates critical thinking and appropriate use of literacy skills.	All students produce a final outcome to this project which I use as a summative assessment marker for student reports/pathway grades. The main assessment aim of this project will be to measure student ability to use clay construction techniques with accuracy of shape and proportion.

Why this style of assessment and why now?	Baseline testing helps to establish the criteria of assessment in drawing and can be used to determine progress throughout the year.	Increase in use of non-narrative or conceptual exemplars to challenge complacency in the middle of the key stage. Students are challenged to think more critically about their own work and how they can use art to formulate a personal response.	Clay work is an antidote to the more cerebral work of the previous term. When working with clay some students who may have had difficulty in the previous project might be more successful with the more 'hands on approach' of this more direct type of learning. Clay work is quite therapeutic, and this project builds on skills learnt during the year 7 portrait project.
SMSC			
		Students reflect on their place in the world, where they have grown up, where they live, the social/political benefits and issues of living on a British military base in Cyprus.	

Year 9

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future		
Faculty Intent	To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.		
Subject Intent	<i>“Art and Design lessons will be accessible and enjoyable to all, they will stimulate curiosity, boost creativity and give everybody the confidence and skills to make their mark”</i>		
	Term 1	Term 2	Term 3
Topic Name	MYTHICAL BEASTS	ANIMAL CAMOFLAGE	ARCHITECTURE IN CLAY

Key Content	Using collage/Photoshop to create animal human hybrids and developing pen and watercolour mixed media paintings. Introduction to Charcoal drawing. <i>A baseline drawing will also be completed in the first lesson that will not form part of the project.</i>	Intaglio printmaking and mixed media collages inspired by the animals native to Cyprus.	Looking at interesting tower structures to design and sculpt a tee light holder from clay.
Intent			
How does this link to your intent?	Connections with science, Dolly the sheep and the use of DNA stimulates student curiosity and engagement.	An increase in scale develops the creative potential.	Working with clay is very immediate process. Mark making with this material is quite seductive and therapeutic for students to engage with.
Sequencing			
Why this and why now?	Baseline testing to establish a benchmark for the year.	An ambitious project where we use innovative approaches to create large scale artwork. Etching incorporated for the first time which helps inform option choices at GCSE level.	Planning involves working with year 9 when using the kiln or when working with the demands of clay.
National Curriculum Audit			
Content.	WATERCOLOUR COLLAGE CHARCOAL DRAWING	PRINTMAKING MIXED MEDIA ETCHING	CRAFT 3D DESIGN CLAY SCULPTURE

produce creative work, exploring their ideas and recording their experiences	✓	✓	✓
become proficient in drawing, painting, sculpture and other art, craft and design techniques	✓	✓	✓
evaluate and analyse creative works using the language of art, craft and design	✓	✓	✓
know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	✓	✓	✓
Key concepts / Vocabulary			
12 or less	• Stylistic	• Printmaking	• Architect

	• Abstract • Mythical • Hybrid • Ethics • Chimera • Clone • Charcoal	• Etching • Monoprint • Printing press • Blotting paper • Collage • Enlargement • Outline	• Construction • Art Deco • Art Nouveau • Foundations • Modelling • Sculpt • Kiln
Learning Outside the Classroom / Cultural Capital			
Opportunities			
Homework			
Description	A homework sheet is given out at the start of the year. It is glued into all planners and sketchbooks. There are 4 tasks each term that relate directly to each topic. A deadline for the completion of all 4 tasks is given out at the start of the term.		
Assessment			
Type	All students produce a final outcome to this project which I use as a summative assessment marker for student reports/pathway grades. The major assessment aim of this project is to show an understanding of how to skilfully combine illustration pen drawing techniques with watercolour painting techniques.	All students produce a final outcome to this project which I use as a summative assessment marker for student reports/pathway grades. This final assessment will be based on student ability to accurately record shape and proportion and to work with mixed media to produce an ambitious personal response.	All students produce a final outcome to this project which I use as a summative assessment marker for student reports/pathway grades. The main assessment aim of this project will be to measure student ability to use clay construction techniques with accuracy of shape and proportion.

	Students will peer assess baseline test using key recording skills outline; Composition, Shape accuracy, Shading skills.		
Why this style of assessment and why now?	Baseline testing helps to establish the criteria of assessment in drawing and can be used to determine progress throughout the year.	Students are challenged in terms of scale and with new printmaking methods being introduced it further supports student decision making regarding GCSE's and potential careers in printmaking.	It is important to have a 3D element in every year group. This project is timed to fit in with year 8 clay making and outcomes can be fired at the same time.
SMSC			
	Students investigate the moral perspective of the creation of Dolly the sheep, laboratory testing and the ethics of generating human animal hybrids.		

Year 10

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future		
Faculty Intent	To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.		
Subject Intent	<i>"Art and Design lessons will be accessible and enjoyable to all, they will stimulate curiosity, boost creativity and give everybody the confidence and skills to make their mark"</i>		
Exam Board & Specification	AQA Art and Design		
	Term 1	Term 2	Term 3
Topic Name	GCSE PROJECT 1	GCSE PROJECT 2	Re-visit, improve and extend.

Key Content	Landscapes A study of the 3 artists Brookes Shane Salzwedel, David Tress and Jelle Martens. Students develop their own interpretations from these 3 starting points. A final major outcome to this project will complete this unit of work.	Identity Students explore the theme of identity through the study of a range of portrait artists. These include Stephen Shanabrook, Brno Del Zou, Kathe Kollwitz and Henry Moore. A final major outcome will complete this unit of work.	Students revisit earlier project work with the intention to improve their current attainment grade. Sketchbook work and additional final outcomes will be produced to extend earlier project work.
Intent			
How does this link to your intent?	Art and design made accessible to all through a carefully selected range of artists techniques and subjects introduced at the start of the course.	Students explore their own creativity; they personalise their own outcomes and as a result self-direct aspects of their own learning which usually proves to be enjoyable.	Confidence improves as students improve work made earlier in the year. Attainment rises with increased confidence.
Sequencing			
Why this and why now?	A range of different approaches to making art from detailed pen and pencil drawing to more advanced mark making, and abstract approaches provide a broad base with hopefully something for everybody to enjoy. Students hopefully will be engaged and enthused at the start of the course.	Students may decide to explore mental, health issues, personal identity, gender roles and body dysmorphia. This often will result in highly personalised outcomes where students in line with assessment objectives are encouraged to explore increasingly personalised themes	This reflection and revisiting of coursework will target improvements in student attainment. Weaker coursework will be improved upon or redone. Additionally, this provides a built-in opportunity for students who joined part way through the course to catch up.
Key concepts / Vocabulary			
12 or less	Abstract	Portraiture	Review

	• Figurative • Impressionistic • Mixed media • Annotation • Atmospheric • Expressionistic • Layering	• Proportional • Composition • Body Dysmorphia • Body Image • Identity • Personality • Analysis	• Refine • Re-visit • Reflect
Learning Outside the Classroom / Cultural Capital			
Opportunities	Painting trip to CESSAC		
Homework			
Description	Homework relating to the 4 assessment objectives provide further sketchbook development work. All students encouraged to attend after school sessions each week.	Homework relating to the 4 assessment objectives provide further sketchbook development work. All students encouraged to attend after school sessions each week.	Homework relating to the 4 assessment objectives provide further sketchbook development work. All students encouraged to attend after school sessions each week.
Assessment			
Type	Peer assessment: Continuous and ongoing as students are encouraged to reflect on each other work. Self-Assessment: Students carry out a self-assessment task against the 4 AO's each term.	Peer assessment: Continuous and ongoing as students are encouraged to reflect on each other work. Self-Assessment: Students carry out a self-assessment task against the 4 AO's each term.	Students use their assessments from term 1 and term 2 to evaluate progress and to help them determine areas of coursework that can be improved upon.

	Teacher assessment. At the conclusion of this project a formal assessment takes place.	Teacher assessment. At the conclusion of this project a formal assessment takes place.	
Why this style of assessment and why now?	Students will develop a <i>simple</i> understanding of the 4 assessment objectives this term. They will appreciate how their work is assessed and measured against 4 set criteria. Exemplar material from the year 11 exhibition will be used to further develop student understanding.	Understanding of the 4 assessment objectives are further <i>embedded</i> at this point of the course. Sliding post-it notes attached to the top of assessment sheets shall be introduced to support student development.	This year's work, (2 coursework projects) represents 40% of each students GCSE grade. An overall end of year grade will be used to measure progress against student targets and identify students for intervention early next year.
SMSC			
		Students will explore examples in the world of art that depict/discuss themes of personal identity, gender and body dysmorphia.	

Year 11

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future
Faculty Intent	To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.
Subject Intent	<i>"Art and Design lessons will be accessible and enjoyable to all, they will stimulate curiosity, boost creativity and give everybody the confidence and skills to make their mark"</i>

Exam Board & Specification	AQA Art and Design		
	Term 1	Term 2	Term 3
Topic Name	Mock Exam Paper	Terminal Exam	Exhibition and marking
Key Content	Students are given a mock exam paper with 7 themes to choose from. They select their preferred theme and develop their own personal project/response which concludes with a timed 10-hour final piece at the end of the term	The AQA Art and Design exam paper is handed out with 7 themes again to choose from. Students select their preferred theme and develop their own personal project/response which concludes with a timed and supervised 10-hour final piece at the end of the term	Students and parents are invited to an exhibition of their work which concludes the course. External moderation takes part this term.
Intent			
How does this link to your intent?	Creativity is the vehicle that boosts enjoyment and develops confidence. Students are for the first time directing their own personalised project. They take responsibility for their own work.	Students bring together all they have learnt from the course. The exam is accessible to all as each student has the confidence to develop their own ideas and make their own decisions.	A celebration both virtually and in person. Each student has been encouraged to make their own mark as they prepare to leave for their next destinations.
Sequencing			
Why this and why now?	The mock is ideal preparation for the exam due to start at the beginning of January.	Date set externally by AQA.	The end of year celebration improves community cohesion and celebrates students' achievement to both an in person and virtual audience.
Key concepts / Vocabulary			

12 or less	• Personal investigation • Personal response • Project development • Experimental ideas • Recording skills • Personalised outcomes • Risk taking	• Personal investigation • Personal response • Project development • Experimental ideas • Recording skills • Personalised outcomes	• In person Exhibition • On-line Gallery • Celebration of student achievement. • Community cohesion
Learning Outside the Classroom / Cultural Capital			
Opportunities			
Homework			
Description	Homework relating to the 4 assessment objectives provide further sketchbook development work. All students encouraged to attend after school sessions each week.	Homework relating to the 4 assessment objectives provide further sketchbook development work. All students encouraged to attend after school sessions each week.	n/a
Assessment			
Type	Peer assessment: Continuous and ongoing as students are encouraged to reflect on each other work. Self-Assessment: Students carry out a self-assessment task against the 4 AO's each term.	Peer assessment: Continuous and ongoing as students are encouraged to reflect on each other work. Self-Assessment: Students carry out a self-assessment task against the 4 AO's each term.	Exam board moderator's visit.

	Teacher assessment. At the conclusion of this mock exam a formal teacher assessment takes place.	Teacher assessment. At the conclusion of this exam a formal assessment by teachers and external moderators will take place.	
Why this style of assessment and why now?	The assessment of the mock helps prepare our students for the terminal exam. This terminal exam will take place at the start of next term.	Work is prepared for external moderation by AQA.	AQA requirement

Year 12

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future		
Faculty Intent	To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.		
Subject Intent	<i>“Art and Design lessons will be accessible and enjoyable to all, they will stimulate curiosity, boost creativity and give everybody the confidence and skills to make their mark”</i>		
Exam Board & Specification	AQA Art and Design		
	Term 1	Term 2	Term 3
Topic Name	Foundation of Skills.	Major Coursework Project	Continuation of Major Project
Key Content	Introductory mini project. Abstraction/Figurative/Conceptual.	Students select a themed starting point and develop work according to the 4 assessment objectives.	Students select a themed starting point and develop work according to the 4 assessment objectives.

Intent			
How does this link to your intent?	Builds confidence and group cohesion. For new starters it is an introduction to general housekeeping of materials and equipment. Mini project reminds GCSE students of project structure and teaches new students the exam board assessment objectives.	Students work to personalised themes and develop a project intent that satisfies the exam board requirements. This project may be derived from mini project in term 1.	Working within the 4 assessment objectives: 1. Research and demonstrate connections and influences of the work of other artists. 2. Demonstrate recording ability 3. Develop ideas and experiment with materials 4. Demonstrate a personalised approach and produce outcomes.
Sequencing			
Why this and why now?	Builds confidence and group cohesion. For new starters it is an introduction to general housekeeping of materials and equipment. Mini project reminds GCSE students of project structure and teaches new students the exam board assessment objectives.	The exam board requires students to produce one major sustained project. This will account for 60% of their final A Level grade.	The exam board assessment structure is used to support student learning and help them to develop and sustain their project ideas in greater depth.
Key concepts / Vocabulary			
12 or less	• Abstraction • Figurative • Conceptual	• Personalisation • Development of a theme • Independent study	• Recording skills • Analysis/contextual study

	• Installation • Kinetic • Performance Art	• Resilience • Creativity • Risk taking	• Experimentation of media • Experimentation of ideas • Relevant to intentions • Sustained investigation • Refining ideas
Learning Outside the Classroom / Cultural Capital			
Opportunities			
Homework			
Description	All homework will be derived from student personalised choices and the decisions they have made to pursue their own interests. Independent rather than class tasks are set routinely throughout the year. All students encouraged to utilise non lesson time in the studio or to attend weekly after school sessions.	All homework will be derived from student personalised choices and the decisions they have made to pursue their own interests. Independent rather than class tasks are set routinely throughout the year. All students encouraged to utilise non lesson time in the studio or to attend weekly after school sessions.	All homework will be derived from student personalised choices and the decisions they have made to pursue their own interests. Independent rather than class tasks are set routinely throughout the year. All students encouraged to utilise non lesson time in the studio or to attend weekly after school sessions.
Assessment			
Type	Peer assessment, group assessment and individual tutorials.	Individual tutorials with major foundation assessment taking place at the start of the term to establish a secure attainment	Individual tutorials. Student record sheets that include self-assessment tasks.

		grade to compare against school based ALIS targets. A Level assessment grid introduced to student sketchbooks.	A Level assessment grid with student and teacher post it note assessment in the back all student books. This process of student/teacher review reinforces the 4 AQA assessment objectives. Students are made aware of what they are currently achieving and what they should do to improve.
Why this style of assessment and why now?	Students grow in confidence throughout the first term and support each other's ideas linked to the themes of abstraction, figurative and conceptual approaches they have taken.	Independent tutorials are focussed on student abilities and are personalised to so that each student understands how this subject is assessed. They understand how they should proceed with the development of their personal investigation.	The 4 AQA assessment objectives are used to reinforce and support the development of personalised ideas.
SMSC			
	Sixth form students will create their own theme/topics. Each year students will critically develop a series of work which will include both practical 2D/3D studies and a fully illustrated 1000 word+ written study. Example themes in the previous couple of years have been; The depiction of Spirituality through the artistic process, Body Dysmorphia and self-image, the Cultural Codes of gender through the photography of Cindy Sherman, Animal experimentation and laboratory cruelty. The topics which students decide upon are always highly personalised, often well considered and provide many opportunities for them to express their own views of the world in which they live. Each year they will also exhibit their work.		

Year 13

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future
----------------------	---

Faculty Intent	To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.		
Subject Intent	<i>“Art and Design lessons will be accessible and enjoyable to all, they will stimulate curiosity, boost creativity and give everybody the confidence and skills to make their mark”</i>		
Exam Board & Specification	AQA Art and Design		
	Term 1	Term 2	Term 3
Topic Name	Completion of Major Coursework Project	Personal investigation 1000-word essay.	Course completion and Exhibition.
Key Content	Students continue with their major coursework project. They work towards the realisation of intentions.	Terminal exam paper handed out 1 st February.	15-hour examination MAY
Intent			
How does this link to your intent?	Students should now be confident in their chosen field(s) of study. They will make their mark with a series of exhibition pieces.	Student’s personal investigation will be stimulated by their curiosity into an area of Art and Design that appeals to them.	The end of the creative process at KRS will be celebrated by on-line and in person exhibitions.
Sequencing			
Why this and why now?	Students will be engaged by producing final outcomes for their final exhibition. The coursework period will be shortly ending.	The personal investigation can be a summary of each student's ability to generate their own project. By completing this at the end of the course they are able to review their own work within the broader context of the artists they have studied.	Timing of the final exam in mid-May is set by the subject teacher. Final teacher assessment is completed with subject teacher at SJS. An assessed grade for both coursework (60%) and exam (40%) will be sent to the exam board. External moderator will visit school to complete the assessment process by the end of term

Key concepts / Vocabulary			
12 or less	• Realisation of intentions • Making connections • Critical understanding • Refinement of skills	• Contextual study • Analytical understanding • Recording insights • Evaluation	• In person Exhibition • On-line Gallery • Celebration of student achievement. • Community cohesion
Learning Outside the Classroom / Cultural Capital			
Opportunities			
Homework			
Description	All homework will be derived from student personalised choices and the decisions they have made to pursue their own interests. Independent rather than class tasks are set routinely throughout this term. All students encouraged to utilise non lesson time in the studio or to attend weekly after school sessions.	All homework will relate to the starting point of each exam question. Students will be encouraged to attend after school sessions to further their personal investigations.	n/a
Assessment			

Type	Individual tutorials. Student record sheets that include self-assessment tasks. A Level assessment grid with student and teacher post it note assessment in the back all student books. This process of student/teacher review reinforces the 4 AQA assessment objectives. Students are made aware of what they are currently achieving and what they should do to improve.	Exemplar personal investigations will be used to peer assess student's contextual studies. Exemplar exam themes used to challenge student initial responses to each exam topic. Exam board assessment objectives included on the exam paper will be used to structure student responses to each exam question/starting point.	Exam board moderator's visit.
Why this style of assessment and why now?	It is important at this stage that each student is comfortable in using the exam board assessment objectives. They will carefully consider what they need to do to review and refine their progress as their coursework module nears its completion.	Students will be supported to structure their personal response to their chosen theme. The 4 assessment objectives will be used to scaffold and illicit a detailed personal response from each student.	AQA requirement