



							EOY Assessment Point
							<p>HT6: Present a personal and meaningful response (final outcome)</p> <p>HT1 – HT6 <i>Key Concepts</i> AQA GCSE FINE ART ASSESSMENT OBJECTIVES: 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"> 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 ancient times to present day.
						<p>HT5: Component 1: Present a personal and meaningful response (final outcome)</p> <p>Overarching unit intent: Students will plan and create a final outcome(s) which reflects the creative journey they have been on and demonstrates their strongest skill set. Students will choose to create a final piece from either 'Transport & Travel' or 'Reflections'.</p> <p>ASSESSMENT OBJECTIVES COVERED: AO1- AO4</p>	
				<p>HT4: Component 1: Present a personal and meaningful response (final outcome)</p> <p>Assessment Point: Summative or AFL</p>	<p>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</p> <ul style="list-style-type: none"> Social and emotional aspects of learning Class work Independent learning Critical analysis and evaluations <p>Formative assessment of pupil progress each lesson-; these will be a mixture of teacher</p>		
			<p>HT3: Component 1: Reflections</p> <p>Overarching unit intent: Contextual analysis of artists & use to inspire teacher-led as well as their own imaginative work in response to the theme 'Reflections'. Record critical analysis and written evaluations, whilst further developing their Art vocabulary.</p> <ul style="list-style-type: none"> Students' personal selection of artist & theme. Develop links between artist and chosen theme 	<p>Overarching unit intent: Development & refinement of personal journey showing connection with theme and artist's/ culture.</p> <p>ASSESSMENT OBJECTIVES COVERED: AO1- AO4</p>			
	<p>HT2: Component 1: Transport & Travel</p> <p>Overarching unit intent: 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. Review, revise and develop proficiency & confidence in skills & control of materials</p>	<p>Assessment Point: Summative or AFL</p> <p>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</p> <ul style="list-style-type: none"> Social and emotional aspects of learning Class work 					
<p>HT1: Component 1: Transport & Travel</p> <p>Overarching unit intent: Baseline drawing to assess progression from KS3. Workshops developing skills with FORMAL ELEMENTS: Line, tone, cross-hatching, stippling, ink etc will teach students how to develop and refine work at GCSE level study.</p>							



<p><u>ASSESSMENT OBJECTIVES COVERED:</u> AO1-4</p>	<p><u>ASSESSMENT OBJECTIVES COVERED:</u> AO1-4</p>	<ul style="list-style-type: none"> • Independent learning • Critical analysis and evaluations <p>Formative assessment of pupil progress each lesson-; these will be a mixture of teacher assessments, peer assessments and self-assessments.</p> <p>Summative assessment at end of HT2 by both Art teachers to ensure all grades are standardised (HOD & Subj)</p>	<p><u>ASSESSMENT OBJECTIVES COVERED:</u> AO1-4</p>		<p>assessments, peer assessments and self-assessments. Summative assessment at end of unit by teacher + standardisation of all AO1 – AO3 by both teachers.</p>			<ul style="list-style-type: none"> • <i>Interleaving skills to reinforce skills and understanding</i> • <i>Independent Learning</i> • <i>Social and emotional aspects of learning</i> <p>Formative assessment of pupil progress each lesson-; these will be a mixture of teacher assessments, peer assessments and self-assessments.</p> <p>Summative assessment at end of HT2 by both Art teachers to ensure all grades are standardised (HOD & Subj)</p>
<p><u>Careers in Art & Design</u> 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!)</p>								
<p><u>Catholic Social Teaching in Art & Design</u> 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: <i>Family, Faith and Excellence</i>.</p>								