

CURRICULUM SUMMARY - Fine Art

YEAR 7

Overview - As students transition from KS2 to KS3 the art department focuses on exploring and consolidating the students understanding of the formal elements of art; Line, Tone, Colour, Shape, Texture, Pattern and Space. This helps students to establish a firm grounding in both the application and identification of the formal elements of art. Once the formal elements have been established the students move on and begin to explore the visual arts through a genre based approach that has been designed to provide students with a solid foundation of understanding and experience across the visual arts. For each genre students are encouraged and supported to make personal choices and reflect on reasons for these choices.

| Autumn Term | Spring Term | Summer Term |
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| <p>CONTENT – STILL LIFE</p> <ul style="list-style-type: none"> - Students explore the theme of Still Life by engaging with historical and contemporary artists. - Drawing skills are developed. - The project culminates with a Still Life painting that ensures students can mix and apply light and dark tones | <p>CONTENT - PORTRAITURE</p> <ul style="list-style-type: none"> - Students explore the theme of Portraiture by engaging with historical and contemporary artists. - Proportions of the face, self portraits and identity are key themes students will engage with. - The project culminates in a self portrait in water colour. | <p>CONTENT - LANDSCAPE</p> <ul style="list-style-type: none"> - Students explore the theme of Landscape by engaging with historical and contemporary artists. - Composition, rule of thirds and knowledge of foreground/mid-ground/background are key considerations for students to engage with practically. - An emphasis on drawing and documenting the world around them through drawing is developed. - The project culminates in a landscape composition of the school grounds in mixed-media. |
| <p>ASSESSMENTS</p> <ul style="list-style-type: none"> - Pupils are given a target level at the start of the year and then assessed throughout the project by the teacher, by their peers and through self-assessment. - At the end of the project a level is given which takes all aspects of the project into account. | <p>ASSESSMENTS</p> <ul style="list-style-type: none"> - Pupils are given a target level at the start of the year and then assessed throughout the project by the teacher, by their peers and through self-assessment. - At the end of the project a level is given which takes all aspects of the project into account. | <p>ASSESSMENTS</p> <ul style="list-style-type: none"> - Pupils are given a target level at the start of the year and then assessed throughout the project by the teacher, by their peers and through self-assessment. - At the end of the project a level is given which takes all aspects of the project into account. |
| <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - By ensuring students complete homework (checking Google classroom and Show My Homework). - Encouraging students to attend extra curricular clubs. - Taking students to museums and galleries that support the learning in class. Tate Modern/Britain, National Portrait Gallery and the British Museum. | <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - By ensuring students complete homework (checking Google classroom and Show My Homework). - Encouraging students to attend extra curricular clubs. - Taking students to museums and galleries that support the learning in class. Tate Modern/Britain, National Portrait Gallery and the British Museum. | <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - By ensuring students complete homework (checking Google classroom and Show My Homework). - Encouraging students to attend extra curricular clubs. - Taking students to museums and galleries that support the learning in class. Tate Modern/Britain, National Portrait Gallery and the British Museum. |

YEAR 8

OVERVIEW - Year 8 switches from a genre based approach to thematic approach to engaging with the work of others and making work of their own. The switch is designed to broaden the students knowledge of a variety of ways that art can be accessed and created. The formal elements of art; Line, Tone, Colour, Shape, Texture, Pattern and Space are used throughout the schemes of learning, re-enforcing their experience and knowledge gained from year 7 whilst extending and developing their knowledge further. Students have the opportunity to continue to develop their observational and recording skills whilst making personal choices about the direction of their visual and written work in a structured and supported way.

| Autumn Term | Spring Term | Summer Term |
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| <p>CONTENT – IDENTITY (DRAWING)</p> <p>Students look at the work of historical and contemporary artists to explore the theme of identity. With year 8 the year that male and female students have their Bar/Bat Mitzvah (transition from childhood to adulthood) it is an ideal point for students to engage with the theme Identity as a means to create art work. Students take a creative journey through a variety of drawing approaches with different media. The project culminates in a mixed media (Collage and acrylic) piece of work in which students consider symbolism and identity in order to create a personal composition.</p> | <p>CONTENT – FOOD</p> <p>Students look at the theme of Food as a starting point in which to create artworks. Students will engage with artists that use food as a point of inspiration and also consider how they could make healthy food choices. Food and symbolism play a key role within Judaism and students are encouraged to engage with symbolism and hidden meaning both within their own work and the work of others.</p> | <p>CONTENT – VESSELS</p> <p>Students are given the opportunity to generate a series of drawings inspired by their personal preferences. They then develop a series of designs that culminates in a three-dimensional outcome using clay. The students will engage with the work of contemporary artists and give them experience of designing with abstract and natural form. This unit is designed to give the students an insight into how to create a project of work from drawing as a starting point, incorporating artist references and then realizing their three dimensional design in clay.</p> |
| <p>ASSESSMENTS</p> <ul style="list-style-type: none"> - Pupils are given a target level at the start of the project and then assessed throughout the project by the teacher, by their peers and through self-assessment. - At the end of the project a level is given which takes all aspects of the project into account. | <p>ASSESSMENTS</p> <ul style="list-style-type: none"> - Pupils are given a target level at the start of the project and then assessed throughout the project by the teacher, by their peers and through self-assessment. - At the end of the project a level is given which takes all aspects of the project into account. | <p>ASSESSMENTS</p> <ul style="list-style-type: none"> - Pupils are given a target level at the start of the project and then assessed throughout the project by the teacher, by their peers and through self-assessment. - At the end of the project a level is given which takes all aspects of the project into account. |
| <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - By ensuring students complete homework (checking Google classroom and Show My Homework). - Encouraging students to attend extra curricular clubs. - Taking students to museums and galleries that support the learning in class. Tate Modern/Britain, National Portrait Gallery and the British Museum. | <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - By ensuring students complete homework (checking Google classroom and Show My Homework). - Encouraging students to attend extra curricular clubs. - Taking students to museums and galleries that support the learning in class. Tate Modern/Britain, National Portrait Gallery and the British Museum. | <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - By ensuring students complete homework (checking Google classroom and Show My Homework). - Encouraging students to attend extra curricular clubs. - Taking students to museums and galleries that support the learning in class. Tate Modern/Britain, National Portrait Gallery and the British Museum. |

YEAR 9

OVERVIEW - The focus of year 9 is to build students theory skills and understanding of art history as well as their practical skills in a variety of mediums and approaches. The students are plunged into art history timeline beginning with Impressionism/Post-Impressionism (1870). Each half term is used to explore a different time in art history that allows students to understand the context of wider historical developments and how this has affected the development and creation artworks. An emphasis is still placed upon the formal elements to access and analyse the artworks of others. The formal elements of art; Line, Tone, Colour, Shape, Texture, Pattern and Space are used throughout the schemes of learning, re-enforcing their experience and knowledge gained from year 7 and 8 whilst extending and developing their knowledge further.

| AUTUMN TERM | SPRING TERM | SUMMER TERM |
|--|--|---|
| <p>HALF TERM 1 – CONTENT : IMPRESSIONISM/POST-IMPRESSIONISM Students will look at the work of key Impressionist’s (Claude Monet) and understand the context in which the artist were working. Students will develop their photography skills to capture primary research in which to begin making their own landscape acrylic painting. This unit builds upon the landscape unite from year 7 and the identity unit from year 8</p> <p>HALF TERM 2 – CONTENT : FAUVISM Students will look at the work of key Fauvists (Henri Matisse) and understand the context in which the artist were working. Emphasis on Colour and Symbolism that results in a self portrait in watercolour. This unit builds upon the portraiture unit and proportions of the face from year 7.</p> | <p>HALF TERM 3 – CONTENT : Cubism Students will look at the work of key Cubists (Pablo Picasso and George Braque) and understand the context in which the artist were working. Students will begin with drawing of still life objects and then use collage and oil pastel to create an Cubist still life.</p> <p>HALF TERM 4 – CONTENT : SURREALISM Students will look at the work of key Surrealists (Salvador Dali) and understand the context in which the artist were working. Students will create a landscape and use collage and drawing techniques to manipulate scale and juxtapose images and formal elements.</p> | <p>HALF TERM 5 – CONTENT : POP ART Students will look at the work of key Pop artists (Andy Warhol and Claes Oldenburg) and understand the context in which the artist were working. Students will understand how mass produced manufacturing systems influenced the development of printing and art making in the 60’s. Students begin with drawing everyday food items and follow a design process that allows them to realise their drawings to 3D newspaper and card sculpture.</p> <p>HALF TERM 6 – CONTENT : Street art Students will look at the work of key Street artists (Blek le Rat and Banksy) and understand the context in which the artist were working. Students will understand the how street art is an act of dissent towards the art gallery system and its aims to make art accessible for all. Students begin with drawing and will create a stencil and background that will culminate in a spray painted image on a collaged surface.</p> |
| <p>ASSESSMENTS</p> <ul style="list-style-type: none"> - Pupils are given a target level at the start of the project and then assessed throughout the project by the teacher, by their peers and through self-assessment. - Half termly assessments of projects. - Students will receive summative assessment every half term and formative assessment both verbally and in written form throughout their projects. | <p>ASSESSMENTS</p> <ul style="list-style-type: none"> - Pupils are given a target level at the start of the project and then assessed throughout the project by the teacher, by their peers and through self-assessment. - Half termly assessments of projects. - Students will receive summative assessment every half term and formative assessment both verbally and in written form throughout their projects. | <p>ASSESSMENTS</p> <ul style="list-style-type: none"> - Pupils are given a target level at the start of the project and then assessed throughout the project by the teacher, by their peers and through self-assessment. - Half termly assessments of projects. - Students will receive summative assessment every half term and formative assessment both verbally and in written form throughout their projects. |
| <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - By ensuring students complete homework (checking Google classroom and Show My Homework). - Encouraging students to attend extra curricular lunch clubs. - Taking students to museums and galleries such as Tate Modern/Britain, National Portrait Gallery and the British Museum. -Ensuring students are using credible and verified sources for their research such as https://artsandculture.google.com/, https://www.tate.org.uk/art/student-resource and https://www.bbc.co.uk/bitesize/subjects/z6f3cdm | <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - By ensuring students complete homework (checking Google classroom and Show My Homework). - Encouraging students to attend extra curricular lunch clubs. - Taking students to museums and galleries such as Tate Modern/Britain, National Portrait Gallery and the British Museum. -Ensuring students are using credible and verified sources for their research such as https://artsandculture.google.com/, https://www.tate.org.uk/art/student-resource and https://www.bbc.co.uk/bitesize/subjects/z6f3cdm | <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - By ensuring students complete homework (checking Google classroom and Show My Homework). - Encouraging students to attend extra curricular lunch clubs. - Taking students to museums and galleries such as Tate Modern/Britain, National Portrait Gallery and the British Museum. -Ensuring students are using credible and verified sources for their research such as https://artsandculture.google.com/, https://www.tate.org.uk/art/student-resource and https://www.bbc.co.uk/bitesize/subjects/z6f3cdm |

YEAR 10 – EDEXCEL 1FA0

OVERVIEW - Year 10 are encouraged to become independent thinkers in order to develop a personal body of work based on their own personal topic strength from year 9. Students start the project by producing a mind-map based on the theme of 'Identity'. Students begin by taking photos of subjects they wish to interpret the theme while an emphasis is still placed upon visual and written recording skills. Assessment objectives are shared with students so they understand the four AO's by which their work will be judged.

| AUTUMN TERM | SPRING TERM | SUMMER TERM |
|---|---|---|
| <p>CONTENT</p> <p>-Students begin their personal projects on the theme of Identity. Observational drawings in a variety of mediums, own photographs and artists research form the basis of the projects development.</p> | <p>CONTENT</p> <p>-Mock exam (March). Students build towards the mock exam by reflecting on previous work from the autumn term to generate a series of thumbnails of personal and unique compositions.</p> | <p>CONTENT</p> <p>Students refine their personal compositions and continue to add to their creative journeys through artist research, gallery visits, experimenting and mastering new mediums and exploring external sources.</p> |
| <p>ASSESSMENTS</p> <p>Pupils are assessed each term using the Edexcel assessment grid. Alongside this assessment, pupils are given feedback explaining how they can improve their work. During lessons, teachers give detailed feedback during tutorial sessions. Pupils are given a target grade and are regularly asked to evaluate their own work and progress.</p> <p>Work in year 10 forms part of their coursework which counts towards the final GCSE mark. Coursework counts towards 60% of the overall mark.</p> | <p>ASSESSMENTS</p> <p>Pupils are assessed each term using the Edexcel assessment grid. Alongside this assessment, pupils are given feedback explaining how they can improve their work. During lessons, teachers give detailed feedback during tutorial sessions. Pupils are given a target grade and are regularly asked to evaluate their own work and progress.</p> <p>Work in year 10 forms part of their coursework which counts towards the final GCSE mark. Coursework counts towards 60% of the overall mark.</p> | <p>ASSESSMENTS</p> <p>Pupils are assessed each term using the Edexcel assessment grid. Alongside this assessment, pupils are given feedback explaining how they can improve their work. During lessons, teachers give detailed feedback during tutorial sessions. Pupils are given a target grade and are regularly asked to evaluate their own work and progress.</p> <p>Work in year 10 forms part of their coursework which counts towards the final GCSE mark. Coursework counts towards 60% of the overall mark.</p> |
| <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - By reading through the assessment grid and identity project brief with their son or daughter. - Review the sketchbook regularly to see any feedback notes that have been added. In cases where pupils fall behind with work, parental communication is extremely important. - Attendance can adversely affect pupil progress so parents can support learning by ensuring that attendance to every lesson. - Taking students to museums and galleries such as Tate Modern/Britain, National Portrait Gallery and the British Museum. | <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - By reading through the assessment grid and identity project brief with their son or daughter. - Review the sketchbook regularly to see any feedback notes that have been added. In cases where pupils fall behind with work, parental communication is extremely important. - Attendance can adversely affect pupil progress so parents can support learning by ensuring that attendance to every lesson. - Taking students to museums and galleries such as Tate Modern/Britain, National Portrait Gallery and the British Museum. | <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - By reading through the assessment grid and identity project brief with their son or daughter. - Review the sketchbook regularly to see any feedback notes that have been added. In cases where pupils fall behind with work, parental communication is extremely important. - Attendance can adversely affect pupil progress so parents can support learning by ensuring that attendance to every lesson. - Taking students to museums and galleries such as Tate Modern/Britain, National Portrait Gallery and the British Museum. |

YEAR 11 – EDEXCEL 1FA0

OVERVIEW- Year 11 begins with reviews of year 10 coursework and attainment. Students are taught to develop complexity to original compositions and mastery of chosen techniques unique to their project. A diversity of approaches and experimental use of media is emphasised. Students are also encouraged to work in a larger scale to realise their ambitious intentions.

| Autumn Term | Spring Term | Summer Term |
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| <p>CONTENT</p> <p>Fine art pupils will complete their specialist topic in Year 11 up until the end of December after which time the work on their externally set assignment. Over the course of the year final ideas are refined and majority of work is completed on larger paper. The emphasis is on exciting and creative developments. Year 11 pupils complete an ambitious and imaginative final outcome for their project bringing their coursework to a close.</p> | <p>CONTENT</p> <p>The externally set assignment is started in January and completed within 8 weeks. New project theme supplied the exam board. Students will have 8 weeks to produce a sketchbook of work based on the externally set theme, Students are provided with weekly structure and a task list to ensure they fulfill the assessment objectives. This culminates in a 10 hour exam where pupils start and finish their final piece for their exam project. All work is presented in a final exhibition at the end of the year.</p> | <p>CONTENT</p> <p>Review of Unit 1 and any marks missed are shared with students. Students are given the option to improve their Unit 1 projects.</p> <p>Course complete.</p> |
| <p>ASSESSMENTS</p> <p>Pupils are assessed each term using the Edexcel assessment grid. Alongside this assessment, pupils are given feedback explaining how they can improve their work. During lessons, teachers give detailed feedback during tutorial sessions. Pupils are given a target grade and are regularly asked to evaluate their own work and progress. Work in year 11 forms part of their coursework which counts towards the final GCSE mark. Coursework counts towards 60% of the overall mark. The externally set exam counts towards 40% of the overall mark.</p> | <p>ASSESSMENTS</p> <p>Students complete their Unit 2 project and receive weekly verbal/written feedback in the lead up to their 10 hour exam.</p> <p>Unit 2 counts towards 40% of the overall mark.</p> | <p>Assessments</p> <p>Students work will be marked by their subject teachers, moderated with other another centre for Fine Art and then externally moderated by the exam board.</p> |
| <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - In cases where pupils fall behind with work, parental communication is extremely important. - Attendance can adversely affect pupil progress so parents can support learning by ensuring that attendance to every lesson. - Taking students to museums and galleries such as Tate Modern/Britain, National Portrait Gallery and the British Museum. - By ensuring students complete homework (checking Google classroom and Show My Homework). - Encouraging students to attend extra-curricular lunch clubs. - Ensuring students are using credible and verified sources for their research such as; https://artsandculture.google.com/, https://www.tate.org.uk/art/student-resource and https://www.bbc.co.uk/bitesize/subjects/z6f3cdm | <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - In cases where pupils fall behind with work, parental communication is extremely important. - Attendance can adversely affect pupil progress so parents can support learning by ensuring that attendance to every lesson. - Taking students to museums and galleries such as Tate Modern/Britain, National Portrait Gallery and the British Museum. - By ensuring students complete homework (checking Google classroom and Show My Homework). - Encouraging students to attend extra-curricular lunch clubs. - Ensuring students are using credible and verified sources for their research such as; https://artsandculture.google.com/, https://www.tate.org.uk/art/student-resource and https://www.bbc.co.uk/bitesize/subjects/z6f3cdm | <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - In cases where pupils fall behind with work, parental communication is extremely important. - Attendance can adversely affect pupil progress so parents can support learning by ensuring that attendance to every lesson. - Taking students to museums and galleries such as Tate Modern/Britain, National Portrait Gallery and the British Museum. - By ensuring students complete homework (checking Google classroom and Show My Homework). - Encouraging students to attend extra curricular lunch clubs. - Ensuring students are using credible and verified sources for their research such as; https://artsandculture.google.com/, https://www.tate.org.uk/art/student-resource and https://www.bbc.co.uk/bitesize/subjects/z6f3cdm |

YEAR 12 – EDEXCEL 9AFO

OVERVIEW - Year 12 has been designed to emphasise students independent thinking skills and broadening their experience of creative techniques. Students experience a rotational approach to creative techniques whilst being given the opportunity to apply these creative techniques to areas and themes of personal interest. An emphasis on drawing and recording skills remains a prominent focus and the starting point of idea generation. Students in year 12 are given the opportunity to reflect on their own personal interests and given the opportunity to develop a body of work that builds towards higher vocational studies. Students also select artists from historical and contemporary contexts to drive the development of their projects.

| Autumn Term | Spring Term | Summer Term |
|--|---|--|
| <p>CONTENT</p> <p>Fine art pupils are set a personal study project in Year 12 where they choose a theme that is personal and meaningful to them. Students begin the course by experiencing a series of workshops involving drawing, painting, collage and printing. Through experimenting with techniques in relation to personal themes and choices students develop a creative and personal body of work that allows them to reflect on progress and develop a personal and unique approach.</p> <p>UNIT 1 – 60% OF OVERALL MARK</p> | <p>CONTENT</p> <p>Students build towards a mock exam that allows them to draw upon existing ideas and make connections to the work of others. Working on a larger scale is encouraged and students begin to develop an in depth knowledge of their chosen theme and materials. Design work, experimentation and self reflection is vital for students to create insightful and personal work.</p> <p>UNIT 1 – 60% OF OVERALL MARK</p> | <p>CONTENT</p> <p>Students begin the Personal Investigation Essay (12% of Unit 1) which links to their Unit 1 coursework. Critical and analytical writing and research culminates in a 2000-3000 words essay. Students can submit up to three drafts of their essay for feedback and assessment. Students will also be developing further creative coursework and exploring further compositions and refining their skills with a range of materials.</p> <p>UNIT 1 – 60% OF OVERALL MARK Personal Investigation Essay (12% of Unit 1)</p> |
| <p>ASSESSMENTS</p> <ul style="list-style-type: none"> - Students are assessed each term using the Edexcel assessment grid. Alongside this assessment, students are given feedback explaining how they can improve their work. - During lessons, teachers give detailed feedback during tutorial sessions. Pupils are given a target grade and are regularly asked to evaluate their own work and progress. - Students receive verbal and written feedback throughout their project. | <p>ASSESSMENTS</p> <ul style="list-style-type: none"> - Students sit a 5 hour mock exam that is a culmination of their research, experimentation and personal interests. This will be their first example of fulfilling assessment objective 4 (AO4) and gives the student a clear understanding of where they are at in terms of progression towards their target grade. - During lessons, teachers give detailed feedback during tutorial sessions. Pupils are given a target grade and are regularly asked to evaluate their own work and progress. - Students receive verbal and written feedback throughout their project. | <p>ASSESSMENTS</p> <ul style="list-style-type: none"> - Students can submit up to three drafts of their essay for feedback and assessment. - Students are assessed each term using the Edexcel assessment grid. Alongside this assessment, students are given feedback explaining how they can improve their work. - Students receive verbal and written feedback throughout their project. |
| <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - In cases where pupils fall behind with work, parental communication is extremely important. - Attendance can adversely affect pupil progress so parents can support learning by ensuring that attendance to every lesson. - Taking students to museums and galleries such as Tate Modern/Britain, National Portrait Gallery and the British Museum. - Working outside of lessons at home is vitally important so a set of creative resources at home is extremely helpful. | <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - In cases where pupils fall behind with work, parental communication is extremely important. - Attendance can adversely affect pupil progress so parents can support learning by ensuring that attendance to every lesson. - Taking students to museums and galleries such as Tate Modern/Britain, National Portrait Gallery and the British Museum. - Working outside of lessons at home is vitally important so a set of creative resources at home is extremely helpful. | <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - In cases where pupils fall behind with work, parental communication is extremely important. - Attendance can adversely affect pupil progress so parents can support learning by ensuring that attendance to every lesson. - Taking students to museums and galleries such as Tate Modern/Britain, National Portrait Gallery and the British Museum. - Working outside of lessons at home is vitally important so a set of creative resources at home is extremely helpful. |

YEAR 13 – EDEXCEL 9AD0

Overview - Year 13 structure ensures that students are successful by reflecting on year 12 coursework by improving and refining their skills. Verbal and written skills are developed through annotations and personal investigation. Students applying for university are supported with applications, portfolio development and mock interviews. Students are informed throughout the term where their work sits in relation to the assessment grid and students are empowered by understanding the assessment objectives. Drawing, creativity and personal reflection are vital components for year 13 students to engage with.

| Autumn Term | Spring Term | Summer Term |
|---|--|--|
| <p>CONTENT</p> <p>Fine art pupils continue to work on a personal study project in Year 13 along with an extended writing where they improve on and extend the depth and breadth of their projects with a focus on more complex issues. Pupils are taught a range of techniques that build on their prior knowledge, encourage risk taking and lead to assured manipulation of the formal elements. Final ideas are developed and refined. Year 13 pupils complete an ambitious and imaginative outcome for their personal study project along with a completed extended writing piece demonstrating authoritative contextual research.</p> | <p>CONTENT</p> <p>The term begins with a mock exam to complete Unit 1 outcomes. Unit 2 begins in February. An externally set paper in which the students have 8 weeks in which to fill a sketchbook. Culminates in a 15 hour exam (over three days). Students are provided with weekly structured workshops and a task list to ensure they fulfill the assessment objectives.</p> | <p>CONTENT</p> <p>Review of Unit 1 and any marks missed are shared with students. Students are given the option to improve their Unit 1 projects.</p> <p>Course complete.</p> |
| <p>ASSESSMENTS</p> <p>Pupils are assessed each term using the Edexcel assessment grid. Alongside this assessment, pupils are given feedback explaining how they can improve their work. During lessons, teachers give detailed feedback during tutorial sessions. Pupils are given a target grade and are regularly asked to evaluate their own work and progress.</p> | <p>ASSESSMENTS</p> <p>Year 13 pupils will continue to work on the A Level 2 year specification. Pupils will complete their coursework component 1 (worth 60%) which incorporates three major elements: supporting studies, practical work and a personal study of a minimum 1000 words of continuous prose. This will finish in January in year 13. They will then complete component 2 externally set exam project (worth 40%) which incorporates two major elements: preparatory studies and the 15-hour period of sustained focus.</p> | <p>ASSESSMENTS</p> <p>Students work will be marked by their subject teachers, moderated with other another centre for Fine Art and then externally moderated by the exam board.</p> |
| <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - In cases where pupils fall behind with work, parental communication is extremely important. - Attendance can adversely affect pupil progress so parents can support learning by ensuring that attendance to every lesson. - Taking students to museums and galleries such as Tate Modern/Britain, National Portrait Gallery and the British Museum. - Working outside of lessons at home is vitally important so a set of creative resources at home is extremely helpful. | <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - In cases where pupils fall behind with work, parental communication is extremely important. - Attendance can adversely affect pupil progress so parents can support learning by ensuring that attendance to every lesson. - Taking students to museums and galleries such as Tate Modern/Britain, National Portrait Gallery and the British Museum. - Working outside of lessons at home is vitally important so a set of creative resources at home is extremely helpful. | <p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> - In cases where pupils fall behind with work, parental communication is extremely important. - Attendance can adversely affect pupil progress so parents can support learning by ensuring that attendance to every lesson. - Taking students to museums and galleries such as Tate Modern/Britain, National Portrait Gallery and the British Museum. - Working outside of lessons at home is vitally important so a set of creative resources at home is extremely helpful. |

