



<b>Key content – knowledge and skills</b>	<b>Edexcel Assessment objectives</b>
<p><b><u>Term 1: Continuation of Edexcel previous exam theme from year 10</u></b></p> <p>Theme: 'Events' (Fine Art, Art Textiles, Photography)</p> <p>Students continue to build on their portfolio for Component 1 of the GCSE exam. The theme for this unit will provide pupils with the opportunity to build their skill and technique in drawing, painting, layering different materials, taking and editing photographs. The students will be reintroduced to the subject with some teacher-led activities but steadily encouraged to work independently as soon as possible. Dialogue sheets will be continued and used as a way of continual marking and tracking if students have completed the activities set based on their theme.</p> <p>During the autumn two term, students will be making their final piece for component 1. <b>GOOD TO HAVE A MOCK HERE SO STUDENTS UNDERSTAND PROCESS FOR THEIR EXAM PROJECT.</b></p> <p>Pupils will produce small- and/or large-scale pieces which will clearly link to the main body of the sketchbook work. Students will document their findings in their preferred format (sketchbook/portfolio) and will need to include the journey of their work leading to the final piece sketch and produced outcome. They will need to review their work but evaluating the final piece and also reflecting on the project.</p> <p><b><u>Term 2: Component 2 Externally Set assignment.</u></b></p> <p>Edexcel GCSE Art, Craft and Design paper released. Title of context given by exam board. Pupils start to build on the coursework for their Component 2 as they respond to one of the seven starting points provided on the paper. Pupils can use their own sources as well as those suggested in the starting points. They will need to evidence their creative journey and the preparatory work showing development, refinement and recording of ideas which can be presented in any suitable format.</p> <p>The preparatory period is followed by 10 hours of supervised, unaided work in which students are required to realise their intention by creating a final piece.</p> <p>Work for this unit must be completed by the end of the exam meaning that any prep work in sketchbooks must be complete and cannot be touched after exam days. Exams to be held around <b>24<sup>th</sup> April (Prior to main body of exams) and should be set over a Friday -Monday or Tuesday and Thursday. (The in-between days allow for students to develop ideas and sort sketchbook out if have left it late).</b></p> <p><b>After Exam: SET MODERATION DATE FOR AS LATE AS POSSIBLE (June 15<sup>th</sup>? The gap between the end of exam in April and moderation in</b></p>	

**June gives a few weeks for students to go back to component fill in gaps in marks for AO1/2/3/4)**



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The lessons can continue up until two weeks before the mock comes, students can work into component 1 to gain more marks. Mark sheets will highlight where students have achieved the most marks possible.

Moderation days: Marks sent to moderator 2 days before moderators arrival. There will need to be a space dedicated to the GCSE exhibition. Art teachers/technician/site need to have time to prep and mount work and also install exhibition. (Good time to have parents in and look at exhibition rooming need to be considered)

**Key assessment points**

Autumn 1 and 2 terms pupils will begin with a starting point and record their creative journey in a sketchbook. Final portfolio will consist of sketchbook work, mid-term pieces and a final piece. For the teacher-directed mock exam, pupils will use their current GCSE project. This part of the course is 60%. Students take part in formative assessment with reference to the assessment objectives and identify areas of development. Pupils will be assessed according to the GCSE AO's:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Continuous feedback will be given for non-exam assessment work for Component 1 and 2 across the two years. Peer and self-assessment opportunities presented to develop critical analytical skills when observing own and work of others.

**Christian ethos**

Our art curriculum is focused on the development of the whole child which involves their spiritual, moral, social and cultural development. Through art, pupils discuss ideas behind beauty and aesthetics which they will explore through studies of line shape, colour, texture and form. Pupils will develop their spiritual, moral, social and cultural values in various ways such as by exploring individual identity, use their imagination, recognise and apply understanding of right and wrong through discussion, collaborate with their fellow peers to create artwork as well as understand and discuss cultural influences on contemporary artworks

**British values**

Across the topics studied, pupils will consider and discuss how British values are portrayed through art, including changing British values to demonstrate changes in the diverse and contemporary art scene of Britain. Students develop knowledge of artists, craftspeople and designers from the past as well as now. Students will reflect on the cultural context in which the work has been created - they will further develop respect and tolerance in others work by identifying how meaning can be conveyed in different ways.

**Subject: Art Craft and Design**

**Long-term plan**

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	1. Can I explain my project so far, what and who I've been inspired by?
Aut1-2		
Aut1-3		2. Can I develop my ideas in order to have a wide range of work within Art and Design?
Aut1-4		

Aut1-5	October	<ol style="list-style-type: none"> <li>3. Am I showing how I have refined my work?</li> <li>4. Do I understand what it means to make 'sensitive' outcomes?</li> <li>5. Can I develop an interesting ideas for a final piece which links to my work and my previous ideas?</li> <li>6. Can I annotate my work showing my thought process and be confident that I understand my art work?</li> <li>7. Do I understand how I work and what. I'm personally inspired by?</li> </ol>
Aut1-6		
Aut1-7		
		<b>Half term holiday</b>
Aut2-1	November	<ol style="list-style-type: none"> <li>1. Do I know what I would like to make for my final piece? Can I sketch the outcome and explain it?</li> <li>2. Do I understand how im going to make and present it?</li> <li>3. Do I need to practice or test anything before I create my final piece?</li> <li>4. Can I make an outcome in 10 hours?</li> <li>5. Can I make an outcome in 10 hours?</li> <li>6. Can I make an outcome in 10 hours?</li> <li>7. Can I make an outcome in 10 hours?</li> </ol>
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5		
Aut2-6	December	<p>Students will need 5 hours worth of lessons and a one day mock to be able to practice working in controlled examination conditions.  HAND IN COMPONENT 1 (THIS CAN BE WORKED INTO AFTER COMPONENT 2 IS COMPLETE AND UPUNTIL 2 DAYS BEFORE THE MODERATOR COMES IN AS MARKS NEED TO BE WITH MODERATOR 2 DYS PRIOR TO THEIR VISIT)</p>
Aut2-7		
		<b>Christmas holiday</b>
Spr1-1	January	<p><b>Component 2: Exam theme given</b></p> <ol style="list-style-type: none"> <li>1. Can I understand how to begin my exam unit? Do I have any ideas for artists or places to being?</li> <li>2. Can I develop my initial line of enquiry or do I want to try something else?</li> <li>3. Can I experiement using my artists technqives? I I develop these techniques with my own thoughts and ideas?</li> <li>4. Can I take creative risks to develop my ideas?</li> <li>5. Do I understand the grading boundaries? Do I understand the wording which relates to the grde boundaries?</li> <li>6. Am I aware of how long I have before my exam? Do I understand how to evidence my thought process within my work.</li> </ol>
Spr1-2		
Spr1-3		
Spr1-4		
Spr1-5		
Spr1-6	February	
		<b>Half term holiday</b>
Spr2-1	March	<ol style="list-style-type: none"> <li>1. Have I developed my ideas enough? Have I researched a range of artists?</li> <li>2. Have I taken enough of my own photography to use and create from?</li> <li>3. Have I practiced the techniques I am going to use enough times to know what I am doing on my exam days?</li> <li>4. Am I able to explain my final piece in terms of colours used, equipment used and composition?</li> <li>5. Do I need to prepare anything before my final assessment? E G prep large pieces with basic sketch?</li> <li>6. Do I need to annotate any of my sketchbook with explanations of what I done or what Im thinking?</li> </ol>
Spr2-2		
Spr2-3		
Spr2-4		
Spr2-5		
Spr2-6		

	April	<b>Easter holiday</b>
Sum1-1	May	<p><b>Straight after Easter holidays – book 2 day exam (5 hours per day)</b>  <b>Use a Tuesday and Friday to allow students to prep on the Monday for next day and also then have wed/thurs to come and use the room for their sketchbooks before exam on Friday.</b></p> <p>After exam: Component 2 must be collected in and marked straight away. Students can return to component 1 up until 2 days before the moderator comes to view the exhibited work. (Teachers should have tracking of students component 1 marked at xmas to be able to suggest where gaps in assessment objective are or how pupils can work into component 1 final pieces to make better.</p>
Sum1-2		
Sum1-3		
Sum1-4		
Sum1-5		
Sum1-6		
	June	<b>Half term holiday</b>
Sum2-1	June	<p>Book moderator for mid June (15<sup>th</sup>) if possible. Work must be cross moderated with Textiles as will all be marked by same moderator.</p>
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5	July	
Sum2-6		
Sum2-7		