

# Art Department

	Aut1 Assessment	Aut2 Assessment	Spr1 Assessment	Spr2 Assessment	Sum2 Assessment
Y7	<p><b>So, what do I know?</b>  <b>Concept:</b> Baseline testing  <b>Knowledge/skill:</b> assessing prior knowledge and skills of all pupils                      -drawing                      -collage work                      -pastels                      -analysis and transcription</p>	<p><b>What makes a Picture come to life?</b>  <b>Concept:</b> pupils examine the formal elements 'the building blocks of art'  <b>Knowledge/skill:</b> develop knowledge of the formal elements                      Line, shape, tone, colour, texture  <b>Final assessment:</b> Observational drawing using the formal elements</p>	<p><b>What's your viewpoint?</b>  <b>Concept:</b> students examine the work of other artists, and use the English PEA structure to develop their written responses to analyse others work  <b>Knowledge/skill:</b> develop analytical writing + transcription when looking at an artist's work and its construction  <b>Final assessment:</b> A3 sheet which demonstrates PEA writing and a transcription of an artist's work</p>	<p><b>Where does art come from?</b>  <b>Concept:</b> Working with making and painting materials  <b>Knowledge/Skill:</b> students identify the earliest form of art (cave painting) and use these to influence students own work                      Learn about making stencils and using stencils  <b>Final Assessment:</b> Final painting which takes influence from cave paintings and contemporary artist                      -Cutting stencils                      -Painting stencils                      -Identifying how two paints can be different</p>	<p><b>Are our first impressions always right?</b>  <b>Concept:</b> mini project which includes element from GCSE- research, idea development and making of a final outcome  <b>Knowledge/Skill:</b> learn about an artist                      Use the work of the artist to influence ideas, plan and make a 3D sculpture influenced by an artist  <b>Final Assessment:</b> Pupils create a three dimensional mask influenced by Arcimboldo which takes direct influence from research and planning.                      Students will be assessed on how well they make their piece and how well they paint using acrylic                      Do students show shading and a range of tones in the objects, do they include details (seed, textures etc) on the objects.</p>
Y8	<p><b>Is art a Science</b>  <b>Concept:</b> Experimentation and exploration of materials and art techniques  <b>Knowledge/Skill:</b> Learning to as well as know how a range of materials behave in different circumstances.  <b>Final Assessment:</b> Note down and recording art processes and techniques, recording observations – all culminating in the final construction of a samples sketchbook.</p>	<p><b>Are all artists and artworks the same?</b>  <b>Concept:</b> Researching and responding, students examine the work of artists work to discover what is required at GCSE  <b>Knowledge/Skill:</b> exploration and development of critical analysis- revisit PEA techniques  <b>Final Assessment:</b> a single A3 GCSE style page of artist research                      Including                      -Biography                      -analysis and personal response                      -experimentation with materials through 2 transcription                      -presentation techniques</p>	<p><b>What inspires art?</b>  <b>Concept:</b> Students complete a mini GCSE Style project- and work through the Assessment objectives, producing a mini portfolio with evidence of a clear journey through research to final painting  <b>Knowledge/Skill:</b> Know the basic elements of a GCSE portfolio                      Know how to create a composition from research materials                      Use painting skills and working with acrylic paints  <b>Final Assessment:</b> 4 lessons-an A4 canvas painting demonstrating exceptional control with materials (acrylic paint)- this assessment to be completed over 4 lessons</p>		
Y9	<p><b>What make me, me?</b>  <b>Concept:</b> Students are learning about portraiture, direct and indirect portraits- proportions of the face and how artists work can be used to influence their own personal outcomes  <b>Knowledge/Skill:</b> planning for an outcome, what makes effective planning. How work is influenced and inspired by others.  <b>Final Assessment:</b> planning and outcome, using Gary Humes and Roy Lichtenstein's work to create a final piece                      -layering                      -Collaged work silhouettes                      -Carbon outlines- using carbon paper                      -self portrait and tracing</p>	<p><b>Do you always need a bricks to build a building?(Structures)</b>  <b>Concept:</b> students create a body of work which covers all Assessment objectives- working through the assessment objectives to create a final piece influenced by an artist-  <b>Knowledge/Skill:</b> Making and building with clay- using influences from artists to inspire student work  <b>Final Assessment:</b> a ceramic sculpture which has been clearly planned and made according to the plan. Then adapted to show glazing/colour work- creating a working drawing which inspires them.</p>	<p><b>Can you construct a natural form? (Natural Forms)</b>  <b>Concept:</b>  <b>Knowledge/Skill:</b>                      -Presentation of journaling/sketch booking and Recording information to influence work                      -Use of drawing techniques                      -photography                      -Printing techniques                      Registering a print                      -creating a reduction                      Using textiles techniques to layer work  <b>Final Assessment:</b>4 lessons in assessment conditions                      lino prints(x2) which show development form initial drawings and research                      Pupils will present outcomes mounted and photographed.- hitting assessment objective 4.</p>		

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<p><b>Y10</b></p>	<p><b>Do surfaces always have a texture? (Surfaces)</b>  <b>Concept:</b> pupils work through a series of focused practical tasks exploring methods of recording through observation and to experiment through a range of materials and art processes- classroom based work , with some contextual references (Assessment objectives 1-3)  <b>Knowledge/Skill -Ongoing Assessment:</b>            Develop knowledge and skills in            -printing            -Drawing from observation            -creating secondary sources through photography            -making relief work            -Painting            -working with ceramics(printing)            -etching            -lino work            -page layout and presentation            -contextual studies  <b>Assessment: Three assessment points:</b>            1) <b>Observational recording and independent study</b>            2) <b>Working with materials and experimentation</b>            3) <b>Portfolio presentation (overall- moderation of the whole portfolio)</b></p>		<p><b>Exam work: Past paper from the exam board (new sketchbook)</b>  <b>Concept:</b> students create a short body of work demonstrating all assessment objectives investigating a line of enquiry set by the exam board  <b>Knowledge/Skill:</b> portfolio development            -Collection &amp; use of primary and secondary source material.            -Contextual studies.            -Development of ideas and experimenting with media.            -Production of an outcome with clear links to the above  <b>Final Assessment:</b> 5 hour exam- where final outcome is produced  <b>Assessment: final moderation of all work and final outcomes</b></p>
<p><b>Y11</b></p>	<p><b>Review of year 10</b>  <b>Concept: Surfaces/exam work from sum2 mock</b>   <b>Knowledge/Skill:</b>            -Collection &amp; use of primary and secondary source material.            -Contextual studies.            -Development of ideas and experimenting with media.            -Production of an outcome with clear links to the above  <b>Final Assessment:</b> final presentation of all work made  <b>moderation of all work produced</b></p>	<p><b>Layers (mock exam prep and exam)</b>  <b>Concept:</b> using the source material created in 'surfaces' Students create a body of work covering all 4 assessment objectives  <b>Knowledge/Skill:</b> portfolio development            - Collection &amp; use of primary and secondary source material.            -Contextual studies.            -Development of ideas and experimenting with media.            -Production of an outcome with clear links to the above  <b>Final Assessment:</b> 5 hour exam- where final outcome is produced  <b>Assessment: final moderation of all work and final outcomes</b></p>	<p><b>Externally set question(mini)</b>  <b>Concept:</b> students create their own body of work- documenting their journey through their enquiry.  <b>Knowledge/Skill:</b> portfolio development            -Collection &amp; use of primary and secondary source material.            -Contextual studies.            -Development of ideas and experimenting with media.            -Production of an outcome with clear links to the above  <b>Final Assessment:</b> 20 hours preparation covering all assessment objectives, 10hour exam covering Assessment objective 4</p>