

Art Curriculum Map

<p>Year 7</p> <p>Cave Art/Colour Theory Impressionism Pattern Pattern Development – Outcome Landscapes Urban Landscapes/L.S Lowry</p>	<p>Year 8</p> <p>Fantasy Jungle Visual Literacy Cubism Final Outcomes Visual Literacy</p>
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<p>Year 9</p> <p>Multi-Cultural Art Pattern Textiles & Clay Techniques The Environment/Urban/Rural Final Outcomes</p>	<p>Year 10</p> <p>Natural Forms Artist Investigation Idea Development/Working in 3D Final Outcome Pattern & Portraits</p>	<p>Year 11</p> <p>Identity and Environment (Coursework 60%) Realising intentions (Final piece) Set Task Project</p>
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<p>Year 12</p> <p>Foundation Project – Colour Techniques & Processes Responding to Project Brief Working in materials Developing Ideas Final Response</p>	<p>Year 13</p> <p>Coursework Project Starting Point Creative Log/Essay Portfolio Final Response Set task—Examination Project Examination Portfolio Examination Final Response (15 hours)</p>
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Photography Curriculum Map

Year 12	Year 13
<p>History of Photography Traditional Photography Digital Photography Animation Post Processes Mini Project Creative Log</p>	<p>Coursework Project Starting Point Creative Log/Essay Portfolio Final Response Examination Project Examination Portfolio Examination Final Response (15 Hours)</p>



Art & Photography

Assessment Guidance

Formative Assessment:

Formative assessment is an integral part of lesson planning and the learning process – following guidelines in the assessment timetable.

KEY STAGE 3

- Tracking sheet is displayed in the front of sketchbooks and used to track assessment criteria (Skills) over two years.
- The skills criteria is used to plan lessons and inform learning objectives.
- A Yearly Assessment Tracking sheet is used by both students and teacher to track progress, class work, global assessments, literacy tasks and homework throughout the three projects. This should be completed in most lessons by either students or the teacher.
- Individual pieces of work can be marked using additional slips for further comments, if required.
- Star stamps can be used directly in the sketchbook.
- No written comments will be made directly in the sketchbook in PEN.
- Work is graded with COLOUR PATHWAYS only. Effort levels are awarded using stars.
- Year 7 and 8 final teacher assessments are expected once a module.
- Literacy tasks will be recorded in the back of the sketchbook.
- Classwork and homework tasks will be clearly identified within the sketchbook.
- Teachers should take in and mark the students sketchbook a minimum of once a module.

KEY STAGE 4

- GCSE Assessment criteria is used to inform lesson planning and learning objectives.
- Students work is assessed regularly against individual AQA Assessment criteria using AO1/2/3/4 sheets that are clipped in books/worksheets. Targets are highlighted or written.
- Teacher/Student progress tutorials to be recorded on tracking sheets by either the teacher or student with targets/deadlines given.
- Sketchbooks/portfolio work needs to be collected in and monitored regularly (approx twice a module)
- Summative assessment is undertaken, including module grades, reports, estimated GCSE grades and other external accreditations:

Key stage 5

- A Level Assessment criteria is used to inform lesson planning and learning objectives.
- Students work is assessed regularly against individual AQA Assessment criteria using AO1/2/3/4 sheets that are clipped in books/worksheets.
- Targets are highlighted or written.
- Self/Peer Analysis: through progress presentations
- Teacher/Student progress tutorials to be recorded on tracking sheets by either the teacher or student with targets/deadlines given.
- Sketchbooks/portfolio work will be collected in and monitored regularly (approx twice a module)
- Summative assessment is undertaken, including module grades, reports, estimated GCSE grades and other external accreditations – Year 12 and 13 Twice
- Personal Written Study will be drafted, marked and returned by the end of module 4.

