

# CoDA Curriculum

## Art and Photography



*Improving the life chances of all students*

## Why Study Art?

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, enable a chance for students to be creative and build independence. As students progress, they should be able to develop ideas and have a greater understanding of different media and techniques.

## Art Curriculum Intent Yr 7 -9

### **The Art & Design Curriculum aims to ensure that all students:**

- **Produce creative work, exploring their ideas and recording their experiences**
- **Become proficient in drawing, painting, sculpture and other art, craft and design techniques**
- **Evaluate and analyse creative works using the language of art, craft and design**
- **Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.**

### **Students will be taught:**

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

At Key Stage 4 students will follow the specifications:

AQA, GCSE, Fine Art and Photography

**GCSE Art will encourage and enable students to:**

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design.

**Students will be taught and assessed on their ability to...**

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

## Art Year 7

| Topic   | Term 1- Formal elements  | Term 2- Buildings   | Term 3- The Natural world   |
|---|--|---|---|
| End Points<br>(Knowledge and Skills)                | <ul style="list-style-type: none"> <li>• Tone</li> <li>• Line</li> <li>• Texture</li> <li>• Shape</li> <li>• Form</li> <li>• Pattern</li> <li>• Colour</li> <li>• Composition</li> </ul> | <ul style="list-style-type: none"> <li>• Line-Perspective</li> <li>• Shape and form</li> <li>• Tone-Observational drawing</li> <li>• Pattern-Art Deco</li> </ul>  | <ul style="list-style-type: none"> <li>• Shape-Flowers and insects</li> <li>• Tone- white pencil observational drawing</li> <li>• Colour- Sandra Rede</li> <li>• Texture- Vincent Van Gogh</li> <li>• Pattern insects- Hannah Davies</li> </ul> |
| What is assessed                                    | Demonstrate the formal elements. Work is marked as whole not individual pieces. Pupils show consistent ability for each formal element.  | <p>Demonstrate ability to record perceptive through using line.</p> <p>Ability to record Shape and tone through observational drawing of buildings.</p> <p>Show creativity using pattern in an Art Deco research page, linking to the style of Art.</p>     | <p>Ability to observe and record accurate shape and tone through drawings.</p> <p>Ability to blend coloured together smoothly.</p> <p>Ability to record mark making to create texture through using lines and tone.</p>                         |
| Key Vocabulary                                      | <p>Tone</p> <p>Line</p> <p>Shape</p> <p>Form</p> <p>Texture</p> <p>Pattern</p> <p>Colour</p> <p>Composition</p> <p>Mehndi</p>  | <p>Starting point</p> <p>Architecture</p> <p>Perspective</p> <p>Vanishing point</p> <p>Proportion</p> <p>Accurate</p> <p>Symmetry</p> <p>Decorative</p> <p>Observational</p> <p>Tone</p> <p>Line</p> <p>Shape</p> <p>Form</p> <p>Texture</p> <p>Pattern</p> | <p>Shape</p> <p>Line</p> <p>Tone</p> <p>Mark-making</p> <p>Texture</p> <p>Blending</p> <p>Symmetry</p> <p>Microscopic</p> <p>Typography</p> <p>Endangered</p> <p>Sgraffito</p>  |
| Literacy Skills Developed<br>(Writing/Oracy/Tier 2) | Oracy Tier 2, writing for research pages and key word definition pages.  | Oracy Tier 2, writing for research pages and key word definition pages.   | Oracy Tier 2, writing for research pages and key word definition pages.   |

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| Career Links<br>(Employability Skills, Career Opportunities) | Employability skills- creative, independence, resilience | Careers- Architecture<br><br>Employability skills- creative, independence, resilience | Careers- graphic design<br><br>Employability skills- creative, independence, resilience |
| SMSC Links   | Cultural- Mehndi<br>Artists: Kandinsky- emotions         |   | Moral- endangered animals   |

# Art Year 8

| Topic                                | Term 1- Portraiture   | Term 2- Mexican Art  | Term 3- Fantasy   |
|--------------------------------------|---|--|---|
| End Points<br>(Knowledge and Skills) | <ul style="list-style-type: none"> <li>Observational drawings-facial features</li> <li>Learning about proportion</li> <li>Placements of facial features</li> <li>How to draw hair correctly</li> <li>Grid enlargement</li> <li>Watercolour techniques</li> <li>Pen techniques</li> <li>Learning about new artists and applying them to their own photographs</li> <li>Development of ideas in their own final piece.</li> </ul> | <ul style="list-style-type: none"> <li>Learning about Aztec gods, using simple lines and shapes</li> <li>Using Pattern to create Mexican sugar skulls</li> <li>Using basic shapes and lines to create a skull drawing               <ul style="list-style-type: none"> <li>Applying tonal shading and practicing techniques to skull</li> </ul> </li> <li>Learning a new media using acrylic paint to create Mexican folk art</li> <li>Using how to use symbolism to show identity in art work               <ul style="list-style-type: none"> <li>Learning about Frida Khalo</li> <li>Developing ideas into a final piece</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Shapes and characters- understanding how to use basic shapes to create characters</li> <li>Mythical creatures- using shape and tone to create realistic mythical creatures drawings.</li> <li>Fantasy mushroom- using creativity and observational drawings to create their own fantasy much- using pencil crayon to show blending and colours being creative with colour.</li> <li>Texture- applying realistic textures through mark-making to creative a textured fantasy house- using basic shapes to create an interesting shaped buildings.</li> <li>Clay- create a fantasy clay outcome- experiment with using clay and painting it with interesting colours.</li> <li>Justin Escourt- observing the work of an artist and creating their own fantasy landscape using white pencil on black card.</li> <li>Composition- developing ideas to produce their own fantasy composition- combining ideas from throughout the project.</li> </ul> |
| What is assessed                     | Work is marked as whole not individual pieces. Pupils assessed on success criteria each lesson and half termly fix it times. Links to GCSE AO's are discussed in lesson.  | Work is marked as whole not individual pieces. Pupils assessed on success criteria each lesson and half termly fix it times. Links to GCSE AO's are discussed in lesson.   | Work is marked as whole not individual pieces. Pupils assessed on success criteria each lesson and half termly fix it times. Links to GCSE AO's are discussed in lesson.  |
| Key Vocabulary                       | Tone<br>Contour<br>Proportion<br>Position<br>Directional shading<br>Grid enlargement  | Culture<br>Line<br>Aztec<br>Pattern<br>Symmetry<br>Folk Art  | Shape<br>Tone<br>Observational<br>Texture<br>Perspective<br>Composition   |

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|  |  | Identity<br>Symbolism<br>Composition                                       |  |
| Literacy Skills<br>Developed<br>(Writing/Oracy/Tier<br>2)          | Oracy Tier 2, writing for research pages and<br>key word definition pages. | Oracy Tier 2, writing for research pages and key<br>word definition pages. | Oracy Tier 2, writing for research pages and key<br>word definition pages. |
| Career Links<br>(Employability<br>Skills, Career<br>Opportunities) | Creativity, independence, resilience,<br>perseverance                      | Creativity, independence, resilience, perseverance                         | Creativity, independence, resilience, perseverance                         |
| SMSC Links   | Ethnicity/race- looking at different types of<br>facial features.          | Culture, religion , miscarriage/personal trauma                            |  |

## Art Year 9

| Topic                                | Term 1- Japanese Art   | Term 2- Steampunk  | Term 3- Science in Nature  |
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| End Points<br>(Knowledge and Skills) | <ul style="list-style-type: none"> <li>• Calligraphy- using ink and line to create Japanese calligraphy</li> <li>• Watercolour techniques- experimenting with different watercolour techniques.               <ul style="list-style-type: none"> <li>• Cherry blossom painting- using watercolour techniques and applying them to cherry blossom paintings</li> </ul> </li> <li>• Grid enlargement koi fish- create a drawing/painting of a koi fish using the grid enlargement technique.</li> <li>• Research page- design and create a research page on Japanese Art and Culture.</li> <li>• Design and create a pottery outcome of a Japanese Rice Bowl.</li> <li>• Design and create a lino printing and practice Lino printing technique.</li> <li>• Manga- Recall facial proportion and shapes to create their own Manga character</li> <li>• Composition- Create a final piece composition combining skills and Japanese culture together.</li> </ul> | <ul style="list-style-type: none"> <li>• Create a mixed media page of cogs and bolts to experiment with different types of media. - link to A02</li> <li>• Observe Victorian fashion design and create 4 different drawings. - link to A03</li> <li>• Adapt a fashion design to create a steam punk fashion outcome- applying watercolour and pencil crayon to your outcome. -</li> <li>• Sam Deacon- create a copy of Sam Deacon's work. Link to A01.               <ul style="list-style-type: none"> <li>• Experiment with different cardboard techniques- scoring, corrugated, layering.</li> </ul> </li> <li>• Create a 3D/2D low rise final piece using card board, applying different techniques and design to produce a steampunk final piece- link to A04.</li> </ul> | <ul style="list-style-type: none"> <li>• Using line to create intricate line drawings of cells.               <ul style="list-style-type: none"> <li>• Practice using pen to create different textures and mark-making. - link to A02</li> <li>• Applying texture using pen to botanical drawings.</li> </ul> </li> <li>• Learn who Ernst Haeckel is and how his work links to project. - Link to A01</li> <li>• Create a mixed media outcome of botanical sea life. - Link to A02               <ul style="list-style-type: none"> <li>• Design and create a research page on Leonardo DaVinci - Link to A02</li> </ul> </li> <li>• Create an observational pencil drawing of anatomy- linking to DaVinci's work. - Link to A03</li> <li>• Create a micro drawing of intricate patterns of dragons fly wings using watercolor and pen. - Link to A02/3</li> <li>• Create an observational pencil crayon drawing of an insect- recapping pencil crayon blending from year 8.</li> <li>• Experiment with mono-printing with patterns in nature. -Link to A02</li> <li>• Design and produce a final outcome, combining ideas from the project. Students can use a range of preferred different media and images - A04</li> </ul> |



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| What is assessed   | Work is marked as whole not individual pieces. Pupils assessed on success criteria each lesson and half termly fix it times. Links to GCSE AO's are discussed in lesson. | Work is marked as whole not individual pieces. Pupils assessed on success criteria each lesson and half termly fix it times. Links to GCSE AO's are discussed in lesson. | Work is marked as whole not individual pieces. Pupils assessed on success criteria each lesson and half termly fix it times. Links to GCSE AO's are discussed in lesson. |
| Key Vocabulary   | Calligraphy<br>Symbolism<br>Pottery<br>Lino printing<br>Koi fish<br>Cherry blossom<br>Culture  | Genre<br>Industrial revolution<br>Media<br>Adapt<br>Corrugated<br>Layering<br>Techniques<br>Scoring  | Line<br>Intricate<br>Texture<br>Anatomy<br>Botanical<br>Ernst Haeckel<br>Leonardo DaVinci<br>Micro<br>Pattern  |
| Literacy Skills Developed<br>(Writing/Oracy/Tier 2)          | Oracy Tier 2, writing for research pages and key word definition pages.  | Oracy Tier 2, writing for research pages and key word definition pages.  | Oracy Tier 2, writing for research pages and key word definition pages.  |
| Career Links<br>(Employability Skills, Career Opportunities) | Creativity, independence, resilience, perseverance   | Creativity, independence, resilience, perseverance   | Creativity, independence, resilience, perseverance   |
| SMSC Links   | Culture  |  |  |

# Fine Art Year 10

| Topic  | Sept- Jan Component 1 Teacher/student led themes.  |
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| End Points<br>(Knowledge and Skills)                         | <p>Component 1: A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p> <p>In Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> |
| What is assessed   | <p>Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.</p> <p>The work submitted for this component will be marked as a whole. It must ensure that it provides evidence of meeting all four assessment objectives.</p> <p>Each component is marked out of a total of 96 marks. As the assessment objectives are equally weighted in each component, there is a maximum of 24 marks for each of the assessment objectives. The marks, out of 24, for each assessment objective must be added together to produce the total mark out of 96.</p> <p>Submission must be assessed as a whole, using the assessment grid to select which of the six mark band descriptors for each objective best describes the student's overall performance.</p>  |
| Key Vocabulary   | <p>AO1- <b>Develop</b> ideas through investigations, demonstrating critical understanding of <b>sources</b>.</p> <p>AO2- Refine work by exploring ideas, selecting and <b>experimenting with appropriate media</b>, materials, techniques and processes.</p> <p>AO3- <b>Record ideas, observations</b> and insights relevant to intentions as work progresses</p> <p>AO4- Present a personal and meaningful <b>response</b> that realises intentions and demonstrates understanding of visual language.</p>  |
| Literacy Skills<br>Developed<br>(Writing/Oracy/Tier 2)       | Annotation and research pages  |
| Career Links<br>(Employability Skills, Career Opportunities) | Creativity, independence, resilience, perseverance   |
| SMSC Links   | Depends on personal projects. Topics can include social media, culture, abuse, race, ethnicity, bullying, mental health, etc.  |

# Photography Year 10

| Topic                                | Half term 1-techniques  | Oct - May Component 1 Teacher/student led themes.  |
|--------------------------------------|---|--|
| End Points<br>(Knowledge and Skills) | <p>Teaching a variety of photography techniques:</p> <ul style="list-style-type: none"> <li>• Macro</li> <li>• Angles/point of view</li> <li>• Movement- shutter speed</li> <li>• Scale</li> <li>• Double exposure</li> <li>• Manipulation</li> <li>• Stitch</li> <li>• Drawing/painting</li> </ul>   | <p>Component 1: A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p> <p>In Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.<br/> AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.<br/> AO3: Record ideas, observations and insights relevant to intentions as work progresses.<br/> AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> |
| What is assessed                     | <p>The ability to handle materials, techniques and processes effectively.</p>   | <p>Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.</p> <p>The work submitted for this component will be marked as a whole. It must ensure that it provides evidence of meeting all four assessment objectives.</p> <p>Each component is marked out of a total of 96 marks. As the assessment objectives are equally weighted in each component, there is a maximum of 24 marks for each of the assessment objectives. The marks, out of 24, for each assessment objective must be added together to produce the total mark out of 96.</p> <p>Submission must be assessed as a whole, using the assessment grid to select which of the six mark band descriptors for each objective best describes the student's overall performance.</p>  |
| Key Vocabulary                       | <p>Key vocab lists and sentence starters are provided for students to use.</p> <p>A01- <b>Develop</b> ideas through investigations, demonstrating critical understanding of <b>sources</b>.</p> <p>A02- Refine work by exploring ideas, selecting and <b>experimenting with appropriate media</b>, materials, techniques and processes.</p> <p>A03- <b>Record ideas, observations</b> and insights relevant to intentions as work progresses</p> <p>A04- Present a personal and meaningful <b>response</b> that realises intentions and demonstrates understanding of visual language</p> | <p>Key vocab lists and sentence starters are provided for students to use.</p> <p>A01- <b>Develop</b> ideas through investigations, demonstrating critical understanding of <b>sources</b>.</p> <p>A02- Refine work by exploring ideas, selecting and <b>experimenting with appropriate media</b>, materials, techniques and processes.</p> <p>A03- <b>Record ideas, observations</b> and insights relevant to intentions as work progresses</p> <p>A04- Present a personal and meaningful <b>response</b> that realises intentions and demonstrates understanding of visual language.</p>   |

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| Literacy Skills<br>Developed<br>(Writing/Oracy/Tier<br>2)          | Annotation and research pages                         | Annotation and research pages   |
| Career Links<br>(Employability<br>Skills, Career<br>Opportunities) | Creativity, independence, resilience,<br>perseverance | Creativity, independence, resilience, perseverance  |
| SMSC Links   |   | Depends on personal projects. Topics can include social media, culture, abuse, race, ethnicity, bullying, mental health, etc etc. |

# Fine Art Year 11

| Topic                                | Sept- Jan Component 1<br>Teacher/student led themes.  | Jan- April Component 2 Set task  |
|--------------------------------------|---|--|
| End Points<br>(Knowledge and Skills) | <p>Component 1: A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study. In Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> | <p>In Component 2 (externally set assignment) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>     |
| What is assessed                     | <p>Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June. The work submitted for this component will be marked as a whole. It must ensure that it provides evidence of meeting all four assessment objectives.</p> <p>Each component is marked out of a total of 96 marks. As the assessment objectives are equally weighted in each component, there is a maximum of 24 marks for each of the assessment objectives. The marks, out of 24, for each assessment objective must be added together to produce the total mark out of 96.</p> <p>Submission must be assessed as a whole, using the assessment grid to select which of the six mark band descriptors for each objective best describes the student's overall performance.</p>  | <p>Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June. The work submitted for this component will be marked as a whole. It must ensure that it provides evidence of meeting all four assessment objectives.</p> <p>Each component is marked out of a total of 96 marks. As the assessment objectives are equally weighted in each component, there is a maximum of 24 marks for each of the assessment objectives. The marks, out of 24, for each assessment objective must be added together to produce the total mark out of 96.</p> <p>Submission must be assessed as a whole, using the assessment grid to select which of the six mark band descriptors for each objective best describes the student's overall performance.</p> |
| Key Vocabulary                       | <p>AO1- <b>Develop</b> ideas through investigations, demonstrating critical understanding of <b>sources</b>.</p> <p>AO2- Refine work by exploring ideas, selecting and <b>experimenting with appropriate media</b>, materials, techniques and processes.</p> <p>AO3- <b>Record ideas, observations</b> and insights relevant to intentions as work progresses</p> <p>AO4- Present a personal and meaningful <b>response</b> that realises intentions and demonstrates understanding of visual language.</p>   | <p>AO1- <b>Develop</b> ideas through investigations, demonstrating critical understanding of <b>sources</b>.</p> <p>AO2- Refine work by exploring ideas, selecting and <b>experimenting with appropriate media</b>, materials, techniques and processes.</p> <p>AO3- <b>Record ideas, observations</b> and insights relevant to intentions as work progresses</p> <p>AO4- Present a personal and meaningful <b>response</b> that realises intentions and demonstrates understanding of visual language.</p>  |

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| Literacy Skills<br>Developed<br>(Writing/Oracy/Tier<br>2)          | Annotation and research pages  | Annotation and research pages  |
| Career Links<br>(Employability<br>Skills, Career<br>Opportunities) | <i>Creativity, independence, resilience, perseverance</i>  | <i>Creativity, independence, resilience, perseverance</i>  |
| SMSC Links   | Depends on personal projects. Topics can include social media, culture, abuse, race,<br>ethnicity, bullying, mental health, etc. | Depends on personal projects. Topics can include social media, culture, abuse, race,<br>ethnicity, bullying, mental health, etc. |

# Photography Year 11

| Topic                                | May year 10- Jan year 11Component 1 Teacher/student led themes.  | Jan- April Component 2 Set task   |
|--------------------------------------|--|---|
| End Points<br>(Knowledge and Skills) | <p>Component 1: A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p> <p>In Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> | <p>In Component 2 (externally set assignment) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>            |
| What is assessed                     | <p>Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.</p> <p>The work submitted for this component will be marked as a whole. It must ensure that it provides evidence of meeting all four assessment objectives.</p> <p>Each component is marked out of a total of 96 marks. As the assessment objectives are equally weighted in each component, there is a maximum of 24 marks for each of the assessment objectives. The marks, out of 24, for each assessment objective must be added together to produce the total mark out of 96.</p> <p>Submission must be assessed as a whole, using the assessment grid to select which of the six mark band descriptors for each objective best describes the student's overall performance.</p>  | <p>Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.</p> <p>The work submitted for this component will be marked as a whole. It must ensure that it provides evidence of meeting all four assessment objectives.</p> <p>Each component is marked out of a total of 96 marks. As the assessment objectives are equally weighted in each component, there is a maximum of 24 marks for each of the assessment objectives. The marks, out of 24, for each assessment objective must be added together to produce the total mark out of 96.</p> <p>Submission must be assessed as a whole, using the assessment grid to select which of the six mark band descriptors for each objective best describes the student's overall performance.</p> |
| Key Vocabulary                       | <p>AO1- <b>Develop</b> ideas through investigations, demonstrating critical understanding of <b>sources</b>.</p> <p>AO2- Refine work by exploring ideas, selecting and <b>experimenting with appropriate media</b>, materials, techniques and processes.</p> <p>AO3- <b>Record ideas, observations</b> and insights relevant to intentions as work progresses</p> <p>AO4- Present a personal and meaningful <b>response</b> that realises intentions and demonstrates understanding of visual language.</p>  | <p>AO1- <b>Develop</b> ideas through investigations, demonstrating critical understanding of <b>sources</b>.</p> <p>AO2- Refine work by exploring ideas, selecting and <b>experimenting with appropriate media</b>, materials, techniques and processes.</p> <p>AO3- <b>Record ideas, observations</b> and insights relevant to intentions as work progresses</p> <p>AO4- Present a personal and meaningful <b>response</b> that realises intentions and demonstrates understanding of visual language.</p>   |

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| Literacy Skills<br>Developed<br>(Writing/Oracy/Tier<br>2)          | Annotation and research pages  | Annotation and research pages  |
| Career Links<br>(Employability<br>Skills, Career<br>Opportunities) | Creativity, independence, resilience, perseverance   | Creativity, independence, resilience, perseverance   |
| SMSC Links   | Depends on personal projects. Topics can include social media, culture, abuse, race,<br>ethnicity, bullying, mental health, etc. | Depends on personal projects. Topics can include social media, culture, abuse, race,<br>ethnicity, bullying, mental health, etc. |