


<p>Year: 13 Subject: ART</p>	<p>Curriculum Intent: Year 13 will continue to independently explore their own chosen theme, taking into account the visual journey of their investigation that will lead to an appropriate conclusion. The work will present a thorough and mature investigation through a sequence of research pieces, tests, studies, and quality responses, each meeting the expectations of the assessment objectives. A more thoughtful and considered use of opinion, understanding, meaning and purpose will be explored through annotation. They will use the set written element to explore their personal theme using it to inform future judgements. There will be a continued dialogue between staff and student as they become more independent in their studies, knowledge, understanding and exploration of what art means to them. The exam process of preparation and completion is thoroughly explored using both exam-board and peer examples.</p>					
	<p>Term 1 <i>Independent Personal Project</i></p>		<p>Term 2 <i>Exam prep</i></p>		<p>Term 3</p>	
<p>Sequence of Delivery</p>	<p>FINAL PIECE IDEA DEVELOPMENT</p>	<p>FINAL PIECE</p>	<p>STUDY LEAVE</p>	<p>BOARD ONE EVIDENCE PRODUCTION*</p>	<p>EXAM</p>	
	<p>AO3 reminder and exam-board expectations Rough sketches for final piece ideas Peer examples HW Reflect on and refine ideas</p>	<p>Work on and develop final piece ensuring link to theme and artist HW refine investigation including written element</p>		<p>Check off evidence for board one relating to peer examples *Work can be produced separately and added to board one later HW Continue prep</p>	<p>Appropriate seating plan for classes Students to discuss requirements of three days Final piece production Boards in school first day and submitted third</p>	
	<p>FINAL PIECE IDEA DEVELOPMENT</p>	<p>FINAL PIECE</p>	<p>STUDY LEAVE</p>	<p>BOARD ONE EVIDENCE PRODUCTION*</p>	<p>NEA MARKS GIVEN OUT</p>	
	<p>AO3 Peer examples with marks Evidence of AO3 throughout sketchbook HW Reflect on and refine ideas (artist links explored further)</p>	<p>Second draft of written element due Work on and develop final piece ensuring link to theme and artist</p>	<p>PPE (working on A1 board) One; ideas for a quality response Two; produce quality response based on theme</p>	<p>Board one Peer examples *Work can be produced separately and added to board one later HW Continue prep</p>	<p>Discuss marking Review of course and suggestions for improvements</p>	
	<p>FINAL PIECE IDEA DEVELOPMENT</p>	<p>FINAL PIECE</p>	<p>EXPECTATIONS OF EXAM PREP</p>	<p>BOARD TWO BREAKDOWN</p>		
	<p>First draft written element due AO3 reminder Rough sketches Peer examples HW Reflect on and refine ideas (theme link explored further)</p>	<p>Work on and develop final piece ensuring link to theme and artist</p>	<p>Consider and review peer and exam board examples including marks awarded Discuss and reflect on previous prep boards produced</p>	<p>Peer examples of board two with expectations of content explored (refined responses, ideas, exploration of media and presentation of final piece) Map out plan HW Continue prep</p>		

	IDEA DEVELOPMENT ANNOTATION	FINAL PIECE	EXPECTATIONS OF EXAM PREP PAPER GIVEN	EXPECTATIONS FOR IDEAS AND FINAL PIECE		
	Language, key words, opinion, sentence starters of ideas including links to theme and artists HW Check quality of annotation and refine where appropriate	Written element feedback given Work on and develop final piece ensuring link to theme and artist	Paper given Mind mapping (individual) in rough of areas of interest (then collaboratively) Selection of theme	What successful ideas/ final pieces look like including marking Discussion on scale, media and completion Artist and theme link focus HW Continue prep		
	FINAL PIECE	FINAL PIECE	BOARD ONE EXPECTATIONS	BOARD ONE AND TWO BREAKDOWN		
	Written element feedback given Production/ refinement of final piece HW Continue to refine investigation	Work on and develop final piece ensuring link to theme and artist	What is expected on board one with focus on AO1 Investigation (title, mind map, key language, why this theme chosen, research on theme, artist link, responses) HW Find suitable artist and begin research into link	Recap of board expectations Peer examples Marking example HW Over half term, continue board one evidence and board two exploration.		
	FINAL PIECE	FINAL PIECE	BOARD ONE EXPECTATIONS			
	Production/ refinement of final piece HW Continue to refine investigation	Work on and develop final piece ensuring link to theme and artist	Two quality responses based on theme or artist in appropriate media HW Primary photos relevant to theme and artist.			
	FINAL PIECE	AO4 FOCUS JOURNEY		INTERVENTION Students in school to work on boards and prep final pieces		
	Production/ refinement of final piece HW Continue to refine investigation including written element.	Review process of whole project and flow of work to include selection of material to be submitted (not all has to be included) and order to refine flow. SUBMISSION OF COMPONENT ONE TO INCLUDE SKETCHBOOK/ FINAL				

		PIECE/ WRITTEN ELEMENT				
Key knowledge	<p>To investigate all aspects of the personal project. Presentation of key vocabulary</p> <p>To investigate a relevant historical & contemporary artist. Research to include: style, techniques, inspiration and student opinion (analytical and critical understanding)</p> <p>Test & explore media, materials and techniques relevant to the chosen artists.</p> <p>To offer opinion and use appropriate language.</p> <p>To refer to own confidence in media, materials and techniques</p> <p>To show an exploration of each assessment objective</p> <p>To manage time effectively.</p> <p>To present a meaningful and appropriate written investigation into an aspect of the personal investigation using relevant terminology and written language techniques (first draft).</p> <p>To take onboard feedback and act on it where appropriate.</p>	<p>As before but to include the process and time management leading towards a completed final piece concluding the personal investigation.</p> <p>To present a meaningful and appropriate written investigation into an aspect of the personal investigation using relevant terminology and written language techniques (second draft)</p> <p>To take onboard feedback and act on it where appropriate.</p>	<p>Knowledge and understanding of exam paper and process</p> <p>Understanding of key language and expectations from board</p> <p>Analytical understanding of previous component two prep</p> <p>Use of key vocabulary, primary photography, secondary sources of information to establish new knowledge of the theme studied.</p> <p>Use of testing, analytical and critical understanding, subject specific language to look deeper into the work of an artist</p> <p>To test and explore media, materials and techniques reflecting on their effectiveness in relation to the artist chosen</p> <p>Provide clear visual and written links between tests, ideas and the work of artists</p> <p>Reflect on, analyse and evaluate the work throughout the making process.</p> <p>Consider the quality of presentation skills</p> <p>Presentation of work to show a visual journey</p>	As before.	<p>Show through a sequential development of ideas the journey towards an outcome</p> <p>Provide clear visual and written links between tests, ideas and the work of artists studied</p> <p>Continued exploration of media through testing</p> <p>Use of annotation and subject specific language to present clearly reasons for using specific materials and progress of ideas.</p> <p>To consider the presentation of work to show a clear visual journey and process of investigation into the theme</p>	
Assessment	COMPONENT ONE PORTFOLIO AO1 Critical understanding	COMPONENT ONE PORTFOLIO AO1 Critical understanding AO2	COMPONENT TWO EXAM AO1 Critical understanding AO2	COMPONENT TWO EXAM AO1 Critical understanding AO2	COMPONENT TWO EXAM AO2 Creative making AO3	

	<p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p> <p>AO2 Creative making Explore and select appropriate resources, media, materials, techniques, and processes, reviewing and refining ideas as work develops.</p> <p>AO3 Reflective recording Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress.</p> <p>AO4 Personal presentation Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>	<p>Creative making AO3 Reflective recording AO4 Personal presentation</p>	<p>Creative making</p> <p>PPE exam marked on AO1 Critical understanding AO2 Creative making AO3 Reflective recording</p>	<p>Creative making</p>	<p>Reflective recording AO4 Personal presentation</p>	
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