



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                          |        |            |                   |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------|-------------------|--|
| I<br>N<br>D<br>E<br>P<br>E<br>N<br>D<br>E<br>N<br>C<br>E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | KNOWLEDGE / LITERACY / NUMERACY / ORACY / AGENCY |                                                                                                                                                                                                                                                                                                                                                                                                                          |        |            | RESILIENCE        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | CONTENT / TOPICS / CONCEPTS                      | VOCABULARY                                                                                                                                                                                                                                                                                                                                                                                                               | SKILLS | ASSESSMENT | Year 7 Basic      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                          |        |            | Year 8—Developing |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                          |        |            | Year 9 –Refining  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                          |        |            | Year 10           |  |
| Year 11—                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                  | ATTITUDE                                                                                                                                                                                                                                                                                                                                                                                                                 |        |            |                   |  |
| Portfolio: 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 learners’ own work                                                                                                                                                                                       |                                                  | Supervised time, component, externally set assessment, Brief, subject matter, stimulus, portfolio, sustained project, evaluate, alignment, annotation.                                                                                                                                                                                                                                                                   |        |            |                   |  |
| Externally set task: to respond to a choice of themes, written and visual starting points and stimuli. Gives learners an opportunity to provide an extended practical response(s). Allows learners to demonstrate their ability to construct and develop a sustained line of reasoning which is of sufficient length to be coherent, relevant, substantiated and logically constructed: this specification is designed . learners may work entirely in digital media or entirely in non-digital media or a combination of both .                                                                                                                                                                                                                                                                                               |                                                  | Develop ideas through investigations, demonstrating critical understanding of sources. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Record ideas, observations and insights relevant to intentions as work progresses. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language |        |            |                   |  |
| Formative Assessments<br>2 assessments each year. Tonal shading in pencil/in coloured pencil/other medium copying artist work . Art, Craft and Design (J170) . Portfolio (01). 120 marks - non-exam assessment (internally assessed and externally moderated). Externally set task (02). 80 marks - 10 hours. non-exam assessment (internally assessed and externally moderated) This specification builds the knowledge, skills and understanding for all art, craft and design specification titles and is designed to contribute to the quality, breadth of choice and coherence of national provision.<br>It is designed to encourage learners to develop knowledge, skills, and understanding along with creativity and imagination. Learners show this through their responses to a range of visual and written stimuli. |                                                  | Character, personal Development, wellbeing and CIAG                                                                                                                                                                                                                                                                                                                                                                      |        |            |                   |  |
| Pupils are encouraged to be resilient, learn from mistakes and recognise that as part of their growing development, it is okay not to be able to do everything straight away. Pupils are encouraged to be involved part in house competitions such as Independent Woman’s days/Thank you cards. The Arts provide an important outlet for pupils to expressive themselves and push themselves to be the best they can be . We as a department provide pupils with opportunities to show what they can do through a desire to research and explore different cultures. This is showcased in their sketchbooks, in assemblies and in our Art gallery and sometime within our local community.                                                                                                                                     |                                                  | Understanding others, behaviour and attitudes, SMSC, PHSE                                                                                                                                                                                                                                                                                                                                                                |        |            |                   |  |