

Assessment Map 2021 2022



Department: Art

EPS	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>Project 1 Focus: Hundertwasser- Urban Landscapes.</p> <p>Structure: Sketchbook: To research, analyse and evaluate Hundertwasser's work. To evaluate the process of producing a Hundertwasser landscape.</p> <p>Final Outcome To produce a 2D urban landscape based on the knowledge gained on Hundertwasser.</p> <p>Knowledge and skills assessed:</p> <p>Knowledge Understanding and interpreting Hundertwasser's work.</p> <p>Why and when did Hundertwasser change his name from Friedrich Stowasser to Friedrich Renentag Dunklebunt Hundertwasser?</p> <p>Understanding and researching why Hundertwasser made the decisions and worked in the way he did.</p> <p>How his past led him to become a pacifist and an Eco Warrior.</p> <p>Inspired by Artists Klimt and Schiele and associated with the</p>	<p>Project 1 Focus: Keemo- Inspired Portraits</p> <p>Structure: Sketchbook To research, analyse and evaluate Keemo's work. To evaluate the process of producing a Keemo inspired portrait.</p> <p>Final Outcome To produce a 2D Keemo inspired portrait based on the knowledge gained on the artist.</p> <p>Knowledge and skills assessed:</p> <p>Knowledge A brief biography of the contemporary artist Keemo.</p> <p>Understanding and interpreting Keemo's work and why he does what he does.</p> <p>Why he uses extra lines around the eyes, ears and heart and the significance of these lines.</p> <p>Where he gets his inspiration from.</p>	<p>Focus: Karl Blossfeldt</p> <p>Structure: Sketchbook 2 Research pages illustrating factual visual and written information on his pin hole architectural photographs of plants</p> <p>Knowledge and skills assessed:</p> <p>Knowledge A brief biography of the Photographer Karl Blossfeldt.</p> <p>Understanding and interpreting Blossfeldt's work and understanding the significance of his work at the time it was produced</p> <p>Where he gets his inspiration from</p>	<p>Focus: Natural forms- Open Artist</p> <p>Structure: Sketchbook 2 Research pages illustrating factual visual and written information on the chosen artist 3 analysis and ideas pages showing an understanding and response to the artist's work. 1 page of a written evaluation denoting the process, application and refinement of ideas.</p> <p>Final Outcome: Realising intentions as evidenced in sketchbooks, leading 2 final pieces</p>	<p>Focus: Independent study work- Pupils choose their own theme and select processes and materials which they excel in 2/3 dimensions Fabric Screen printing</p> <p>Structure: Research, analysis and evaluation of individual findings evidenced in sketchbooks, all facilitated by teacher where necessary.</p> <p>Knowledge and skills assessed: by the student Time management skills Thinking and decision making skills</p>

	<p>work of Gaudi through his use of bright colours and biomorphic forms.</p> <p>What is Trans automatism?</p> <p>His opposition to tradition and rules, his use of organic lines and his rejection of straight lines in both his paintings and his architecture.</p>				
4	<p>Skills Interpreting the artist Hunderwasser's work to formulate their own Landscape design linked to the artist.</p> <p>Composition and proportion of buildings linked clearly to the quirky designs by Hundertwasser.</p> <p>Applying thick to thin lines to create depth and form without the aid of shading.</p> <p>Colour mixing using watercolours.</p> <p>Project 2 Focus: Kimmy Cantrell- Low relief Mask project</p>	<p>Skills Interpreting the artist Keemo's work to formulate their own portrait design linked to the artist.</p> <p>Composition and proportion of portrait, linked clearly to the unique and quirky designs by Keemo.</p> <p>Applying thick to thin lines to create depth and form without the aid of shading to the structure of the design.</p> <p>Creating surface quality using ink washes.</p> <p>Graduated shading technique to create depth and form using coloured pencils and watercolour.</p>	<p>Knowledge and skills assessed:</p> <p>Composition, presentation and content of visual, factual and opinionated research. Analysis of Blossfelt's work showing an understanding and compassion for the nature of their work. Revisiting and refining the application of the formal elements depending through a series of materials and processes.</p> <p>Thinking and decision making skills</p> <p>Focus- Project 2: Aboriginal Art Artist Doris Ginggingara</p>	<p>Knowledge and skills assessed</p> <p>Composition, presentation and content of visual, factual and opinionated research. Analysis of artist's work showing an understanding and compassion for the nature of their work. Revisiting and refining the application of the formal elements depending on the materials and processes and nature of the project chosen by the student Time management skills Thinking and decision making skills</p> <p>Focus Project 2: 10 hour teacher facilitated and structured year 10 mock examination based on the starting point "Culture and Civilisations"</p>	<p>Focus Portfolio assessment 2 coursework assessments and 1fabric screen print</p> <p>Structure 2 pages of artist/ theme research, 3 pages of analysis and refinement of ideas 1 evaluation pages stating the practical journey and decisions made along the way.</p> <p>Knowledge and skills assessed: Composition, presentation and content of visual, factual and opinionated research. Analysis of artist's work showing an understanding and compassion for the nature of their work. Revisiting and refining the application of the formal elements depending on the materials and</p>

	<p>Structure: Sketchbook: To research, analyse and evaluate Kimmy Cantrell's work. To evaluate the process of producing a Kimmy Cantrell Mask</p> <p>Final Outcome To produce a low relief mask inspired by the work of Kimmy Cantrell</p>	<p>Project 2 Focus: Jason Scarpace Wire Fish</p> <p>Structure To research, analyse and evaluate Scarpace's work. To evaluate the process of producing a wire constructed fish</p> <p>Final Outcome To produce and manipulate a wire fish and to stitch in fabric and apply surface pattern decoration.</p>	<p>Structure: Sketchbook 2 Research pages illustrating factual visual and written information on Aboriginal Art 3 analysis and ideas pages showing an understanding and response to Doris Ginggingara's work. 1 page of a written evaluation denoting the process, application and refinement of ideas.</p> <p>Final Outcome; Aboriginal composition mixed media composition</p>	<p>Structure: Sketchbook 2 pages of Research, 3 analysis/ ideas pages and 1 evaluation page, leading to a 10 hour preparation piece.</p>	<p>processes and nature of the project chosen by the student Time management skills Thinking and decision making skills</p>
6	<p>Knowledge and skills assessed</p> <p>Knowledge Understanding and interpreting Kimmy Cantrell's work.</p> <p>Understanding, valuing and researching African and Primitive art.</p> <p>What are primary and secondary colours?</p> <p>What is good composition?</p> <p>Asymmetrical proportions.</p> <p>Skills</p>	<p>Knowledge and skills assessed:</p> <p>Knowledge A brief biography of the artist explaining his early influences into art.</p> <p>Understanding and appreciating what Scarpace is trying to convey in his work.</p> <p>Skills Interpreting the artist's work to formulate their own fish design.</p> <p>Understanding the artist's use of composition, proportion and layering.</p>	<p>Knowledge and skills assessed: Composition, presentation and content of visual, factual and opinionated research. Analysis of artist's work showing an understanding and compassion for the nature of Aboriginal Art work. Revisiting and refining the application of the formal elements through a series of the materials and processes learned</p> <p>Thinking and decision making skills</p>	<p>A 10 hour outcome under examination conditions.</p> <p>Knowledge and skills assessed: Composition, presentation and content of visual, factual and opinionated research. Analysis of artist's work showing an understanding and compassion for the nature of their work. Revisiting and refining the application of the formal elements depending on the materials and processes and nature of the project chosen by the student Time management skills Thinking and decision making skills</p>	

	<p>Interpreting the artist's work to formulate their own asymmetrical design linked to the artist.</p> <p>Balancing composition and proportion.</p> <p>Applying Gum strip to cardboard to create accuracy and strength to replicate rolled out clay.</p> <p>Textured paint effects – dry-brushing and mark making.</p> <p>Colour mixing.</p> <p>Understanding African and Primitive art and creating their own designs inspired by this art form.</p>	<p>Wire manipulation and modelling</p> <p>Sewing and manipulating threads. Using sewn fabrics in wire partitions to represents the artist's use of pattern and colour.</p> <p>Applying surface patterns. Apply Scarpace style patterns used by the artist to create detail and surface pattern qualities in final outcome.</p>			
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Art and Design	Autumn Term	Spring term	Summer term	Assessment of learning	Enrichment opportunities / wider reading
<p>Year 7</p>	<p><u>Kimmy Cantrel research and Development</u></p> <p>This part of the unit of work explores the pupil's journey of exploring and understanding the work of the artist Kimmy Cantrel; his influences and the way in which he communicates his thoughts and feelings. Pupils will research the artist and produce their own designs linked to the artist, which will be presented in their sketchbook. This research and exploration will result in them designing their own version of a Kimmy Cantrel low relief mask, which will have clear links to the artist's work, which pupils will produce and complete in the Spring term.</p>	<p><u>Kimmy Cantrel – Final Outcome</u> <u>Mask Making</u></p> <p>Pupils will produce their own version of their Kimmy Cantrel mask and put their ideas into action. Pupils will learn and apply a variety of making, painting and mark making techniques to produce their final outcome</p> <p><u>Evaluation</u> Pupils will reflect on their learning in a written evaluation including: Where did they get their ideas from and why did they make their decisions? Does their work link clearly with the artist? What is the purpose of the artist's work? What are the pupils trying to convey in their work?</p> <p><u>Final Reflection</u> Success criteria and any changes would you make in your work</p>	<p><u>Hundertwasser- Urban Landscapes</u></p> <p>Pupils will be researching the artist Hundertwasser for this unit of work to allow them to understand and appreciate his work and other artists who influenced his thought process. Pupils will produce research pages on the artist and produced their own designs linked to the artist, which will be presented in their sketchbook. This research and exploration will result in them designing their own Hundertwasser Landscape, which will have clear links to the artist's work.</p> <p><u>Evaluation</u> Pupils will reflect on their learning in a written evaluation including: Where did they get their ideas from and why did they make their decisions? Does their work link clearly with the artists? What is the purpose of the artist's work? What are the pupils trying to convey in their work?</p> <p><u>Final Reflection</u> Success criteria and any changes would you make in your work</p>	<p><u>Assessment:</u></p> <p>Students are given verbal feedback very lesson, from the teacher. Students are given written and visual formative assessment feedback in their sketchbooks throughout the term followed by a summative comment and mark at the end of every EPS</p>	<p>https://www.bbc.co.uk/bitesize/subjects/z6f3cdm</p>

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<p>Year 8</p>	<p><u>Jason Scarpacci fish</u></p> <p>This part of the unit of work explores the pupil's journey of exploring and understanding the work of the artist Jason Scarpacci; his influences and the way in which he communicates his thought process through his work. Pupils will research the artist and produced their own designs linked to the artist; which will be presented in their sketchbook. This research and exploration will result in them designing their own version of a Jason Scarpacci fish, which will have clear links to the artist's work. This will be produced and completed by students in the Autumn / Spring term.</p>	<p><u>Jason Scarpacci- Final Outcome of a wire fish.</u></p> <p>Pupils will produce their inspired version fish firstly in a series of finished studies and then leading to producing their own creative fish design modelled from wire and decorated with sections of fabric and embroidery thread manipulation Pupils will learn and apply a variety of techniques including observational drawing , creative responses, drawing shading and watercolour Learning the process of wire manipulation and modelling, sewing and surface decoration <u>Evaluation</u> Pupils will reflect on their learning in a written evaluation including: Where did they get their ideas from and why did they make their decisions? Does their work link clearly with the artist? What is the purpose of the artist's work? What are the pupils trying to convey in their work?</p>	<p><u>Keemo- Portraits</u></p> <p>Pupils will be researching the artist Keemo for this unit of work to allow them to understand and appreciate his work and other artists who influenced his thought process. Pupils will produce research pages on the artist and produce their own designs linked to the artist, which will be presented in their sketchbook. This research and exploration will result in them designing their own portrait, which will have clear links to the artist's work.</p> <p><u>Evaluation</u> Pupils will reflect on their learning in a written evaluation including: Where did they get their ideas from and why did they make their decisions? Does their work link clearly with the artists? What is the purpose of the artist's work? What are the pupils trying to convey in their work?</p> <p><u>Final Reflection</u> Success criteria and any changes would you make in your work</p>	<p><u>Assessment:</u></p> <p>Students are given verbal feedback very lesson, from the teacher. Students are given written and visual formative assessment feedback in their sketchbooks throughout the term followed by a summative comment and mark at the end of every EPS</p>	<p>https://www.bbc.co.uk/bitesize/subjects/z6f3cdm</p>

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		<p><u>Final Reflection</u> Success criteria and any changes would you make in your work</p>			
<p>Year 9</p>	<p><u>Natural forms- research and development</u></p> <p>Pupils will research the work of the renowned artists Ernst Haeckel and Karl Blossfeldt This part of the unit of work explores the pupil’s journey of exploring and understanding the work of these artists who explored the structural and architectural elements of nature. Pupils will research Blossfeldt’s photography and Haeckel’s Lithographs, analyse their work through producing a series of their own designs linked to the artists, which will be presented in their sketchbook. This research and exploration will result in them designing their own version of a natural form/ composition, which will have clear links to their chosen artist’s work.</p>	<p><u>Natural Forms- Final Outcome of Natural form composition.</u></p> <p>Pupils will produce their inspired version of a Natural Form composition and put their ideas into action. Pupils will learn and apply a variety of layering, shading, pattern and mark making techniques to produce their final outcome</p> <p><u>Evaluation</u> Pupils will reflect on their learning in a written evaluation including: Where did they get their ideas from and why did they make their decisions? Does their work link clearly with the artist? What is the purpose of the artist’s work? What are the pupils trying to convey in their work?</p> <p><u>Final Reflection</u></p>	<p><u>Doris Gingingara - Aboriginal Art</u></p> <p>Pupils will be researching the artist Doris Gingingara for this unit of work to allow them to understand and appreciate aspects of aboriginal artworks, culture and beliefs. Pupils will produce research pages on the artist and produce their own designs linked to the artist, which will be presented in their sketchbook.</p> <p>This research and exploration will result in them creating their own aboriginal designs, which will have clear links to the artist’s work.</p> <p><u>Evaluation</u> Pupils will reflect on their learning in a written evaluation including: Where did they get their ideas from and why did they make their decisions? Does their work link clearly with the artists? What is the purpose of the artist’s work? What are the pupils trying to convey in their work?</p> <p><u>Final Reflection</u></p>	<p><u>Assessment</u></p> <p>Students are given verbal feedback very lesson, from the teacher. Students are given written and visual formative assessment feedback in their sketchbooks and on the reverse of their work throughout the term to allow for maximum development followed by a summative comment and mark at the end of every EPS</p>	<p>https://www.bbc.co.uk/bitesize/subjects/z6f3cdm</p>

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	This will be produced and completed by students in the winter/ spring term.	Success criteria and any changes would you make in your work	Success criteria and any changes would you make in your work	Assessment	
Year 10	<p><u>Component 1 Portfolio 60% of qualification. Unit 1</u></p> <p>The force of nature</p> <p>Artist TBD</p> <p>Students will respond to a teacher led chosen series of artists on the above themes across the year and students will produce a series of work for their extended project across the disciplines of drawing, painting, making, mixed media and print</p> <p>Students must produce annotated sketchbook work to include Artist research Artist analysis Development and exploration of ideas Exploration and development of materials and processes</p>	<p><u>Component 1 Portfolio 60% of qualification.</u></p> <p>Culture and civilisations</p> <p>Artist Robert Conybear Portraits</p> <p>Students will respond to a teacher led chosen series of artists on the above themes across the year and students will produce a series of work for their extended project across the disciplines of drawing, painting, making, mixed media and print</p> <p>Students must produce annotated sketchbook work to include Artist research Artist analysis Development and exploration of ideas Exploration and development of materials and processes Evaluation- a written explanation of their journey</p>	<p><u>YR10 Mock Examination 10 hrs Component 1 Portfolio (60%) of qualification</u></p> <p>Culture and civilisations/ The force of Nature 3D mask project</p> <p>Students will respond to a teacher led chosen series of artists on the above themes for the mock exam and students will produce an outcome in a 10-hour exam across two days.</p> <p><u>In the lead up to the mock exam</u></p> <p>Students must produce annotated sketchbook work to include Artist research Artist analysis Development and exploration of ideas Exploration and development of materials and processes Evaluation- a written explanation of their journey and decisions made along the way.</p>	<p>Students are given verbal feedback very lesson, from teacher. Students are given written and visual formative assessment feedback in their sketchbooks and on the reverse of their work throughout the term to allow for maximum development followed by a summative comment and mark at the end of every EPS. The marking criteria used is AQA AO's Mock exam work will feature a breakdown of marks awarded and written teacher feedback listing AQA AO's marking criteria of; research, analysis, development and outcome.</p>	<p>https://www.bbc.co.uk/bitesize/subjects/z6f3cdm</p>

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	<p>Evaluation- a written explanation of their journey and decisions made along the way.</p> <p>Production of a final product(s) with clear visual/ written links to the chosen artist(s).</p>	<p>and decisions made along the way.</p> <p>Production of a final product(s) with clear visual/ written links to the chosen artist(s).</p>	<p>Production of a final preparation piece with clear visual/ written links to the chosen artist(s).</p>	<p>Assessment</p> <p>Students are given verbal feedback very lesson, from teacher. Students are given written and visual formative assessment feedback in their sketchbooks and on the reverse of their work throughout the term to allow for maximum development followed by a summative comment and mark at the end of every EPS. The marking criteria used is AQA externally set Assessment Objectives. All marking will</p>	
<p>Year 11</p>	<p><u>Component 1 Portfolio (100%) of qualification</u></p> <p>Natural forms Insects EA SEGUY Wild Flowers ANGIE LEWIN</p> <p>Students must produce annotated sketchbook work to include Artist research Artist analysis Development and exploration of ideas Exploration and development of materials and processes</p>	<p><u>Component 2 Portfolio (100%) of qualification.</u></p> <p>Individual projects Fabric Screen printing</p> <p>Students must produce annotated sketchbook work to include Artist research Artist analysis Development and exploration of ideas Exploration and development of materials and processes</p>			<p>After school one to one fabric printing EPS (Monday fortnightly) with Non subject specialist</p>

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	<p>Evaluation- a written explanation of their journey and decisions made along the way.</p> <p>Production of a preparation piece with clear visual/ written links to the chosen artist(s).</p> <p>Production of a purely independent and unaided piece(s) of work</p>	<p>Evaluation- a written explanation of their journey and decisions made along the way.</p> <p>Production of a final preparation piece with clear visual/ written links to the chosen artist(s).</p> <p>Production of a purely independent and unaided study(s)</p>		<p>conducted by art staff and an external moderator will be assigned to check marking is in line with AQA's AO's.</p>	
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