

<p>Year 10 GCSE</p>	<p><b>Term 1A - Personal Projects Start Point (Unit 1)</b></p> <ul style="list-style-type: none"> <li>Personal projects which are part of the <b>Unit 1</b> requirements.</li> <li>Students select individual project topics and focus on their initial research and response to this.</li> <li>Emphasis is on making initial exploratory and experimental work which is relevant to the students individual projects.</li> <li>Students participate in optional workshops enabling them to revisit and refine skills in areas of weakness which they identify.</li> <li><i>(students should be moderate to consistent in their ability to complete these tasks)</i></li> <li><b>AO1 AO2</b></li> </ul>		<p><b>Term 1B - Personal Project</b></p> <ul style="list-style-type: none"> <li>Development of ideas through further investigation through purposeful and creative investigations.</li> <li>Students record initial insights and intentions .</li> <li>Students refine work by exploring their ideas in relevant mediums, techniques and processes they identify as appropriate to their project.</li> <li><i>(students should be moderate to consistent in their ability to complete these tasks)</i></li> <li><b>AO1AO2 AO3</b></li> </ul>		<p><b>Term 2A - Personal Project</b></p> <ul style="list-style-type: none"> <li>Transition of project work from initial experimentation into the development of the projects in a more refined and focused manner. With the subsequent refinement of skills as well as ideas in a thoughtful manner.</li> <li>Emphasis on producing a personal and meaningful out of sketchbook outcome based on development so far.</li> <li><i>(students should be consistent in their ability to complete these tasks)</i></li> <li><b>AO2 AO4</b></li> </ul>		<p><b>Term 2B - Personal Project</b></p> <ul style="list-style-type: none"> <li>Transition away from experimentation into the focused development of concepts and intentions. Students are to skillfully and rigorously record ideas, observations and insights through drawing and annotation.</li> <li>Further development of ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources</li> <li><i>(students should be consistent in their ability to complete these tasks)</i></li> <li><b>AO1AO2AO3</b></li> </ul>		<p><b>Term 3A - Personal Project</b></p> <ul style="list-style-type: none"> <li>Emphasis is on the planning of a second larger out of sketchbook artwork which is a personal and meaningful response which will realise intentions</li> <li>Students also work back into sketchbook to ensure that relevant mediums, skills and techniques have been purposely refined to their fullest.</li> <li><i>(students should be consistent to confident in their ability to complete these tasks)</i></li> <li><b>AO2 AO4</b></li> </ul>		<p><b>Term 3B- Personal Project</b></p> <ul style="list-style-type: none"> <li>Production of a second larger out of sketchbook outcome which realises the intentions of the project and demonstrates a convincing understanding of visual language.</li> <li><i>(students should be consistent to confident in their ability to complete these tasks)</i></li> <li><b>AO4</b></li> </ul>	
<p>Links</p>	<p>KS3</p> <ul style="list-style-type: none"> <li>Research AO1</li> <li>Analysis AO1</li> <li>Previously used mediums AO2</li> </ul>	<p>KS5</p> <ul style="list-style-type: none"> <li>Research skills AO1</li> <li>Critical understanding of sources AO1</li> <li>Specialist vocabulary AO1</li> <li>Exploring a range of media AO2</li> </ul>	<p>KS3</p> <ul style="list-style-type: none"> <li>Research AO1</li> <li>Analysis AO1</li> <li>Previously used mediums AO2</li> <li>Refine AO2</li> <li>Evaluation of processes and outcomes AO3</li> </ul>	<p>KS5</p> <ul style="list-style-type: none"> <li>Research skills AO1</li> <li>Critical understanding of sources AO1</li> <li>Specialist vocabulary AO1</li> <li>Exploring a range of media AO2</li> <li>Refinement of processes as work develops AO2</li> <li>Record ideas and insights AO3</li> <li>Annotations to analyse &amp; evaluate AO3</li> </ul>	<p>KS3</p> <ul style="list-style-type: none"> <li>Previously used mediums AO2</li> <li>Refine AO2</li> <li>Final pieces AO4</li> </ul>	<p>KS5</p> <ul style="list-style-type: none"> <li>Exploring a range of media AO2</li> <li>Refinement of processes as work develops AO2</li> <li>Personal and meaningful outcomes AO4</li> <li>Demonstrate understanding of visual language AO4</li> </ul>	<p>KS3</p> <ul style="list-style-type: none"> <li>Research AO1</li> <li>Analysis O1</li> <li>Previously used mediums AO2</li> <li>Refine AO2</li> <li>Evaluation of processes and outcomes AO3</li> </ul>	<p>KS5</p> <ul style="list-style-type: none"> <li>Research skills AO1</li> <li>Critical understanding of sources AO1</li> <li>Specialist vocabulary AO1</li> <li>Refinement of processes as work develops AO2</li> <li>Record ideas and insights AO3</li> <li>Annotations to analyse &amp; evaluate AO3</li> </ul>	<p>KS3</p> <ul style="list-style-type: none"> <li>Previously used mediums AO2</li> <li>Refine AO2</li> <li>Final pieces AO4</li> </ul>	<p>KS5</p> <ul style="list-style-type: none"> <li>Refinement of processes as work develops AO2</li> <li>Personal and meaningful outcomes AO4</li> <li>Realise intentions AO4</li> <li>Demonstrate understanding of visual language AO4</li> </ul>	<p>KS3</p> <ul style="list-style-type: none"> <li>Final pieces AO4</li> </ul>	<p>KS5</p> <ul style="list-style-type: none"> <li>Personal and meaningful outcomes AO4</li> <li>Realise intentions AO4</li> <li>Demonstrate understanding of visual language AO4</li> </ul>
<p>Skills</p>	<ul style="list-style-type: none"> <li>Researching</li> <li>Analysis</li> <li>Medium specific practical skills.</li> </ul>	<ul style="list-style-type: none"> <li>Developing ideas through sustained and focused investigations informed by contextual and other sources.</li> <li>Demonstrating analytical and critical understanding of sources.</li> <li>Material specific techniques and processes.</li> <li>Demonstrates use of specialist vocabulary.</li> <li>Explore and select appropriate resources, media, material, techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>Researching</li> <li>Analysis</li> <li>Medium specific practical skills.</li> <li>Refinement</li> <li>Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Developing ideas through sustained and focused investigations informed by contextual and other sources.</li> <li>Demonstrating analytical and critical understanding of sources.</li> <li>Demonstrates use of specialist vocabulary.</li> <li>Explore and select appropriate resources, media, material, techniques and processes.</li> <li>Purposeful refinement as work develops.</li> <li>Record ideas, observations and insights relevant to intentions.</li> <li>Reflect critically on work and progress.</li> </ul>	<ul style="list-style-type: none"> <li>Medium specific practical skills.</li> <li>Refinement</li> <li>Building practical skills</li> </ul>	<ul style="list-style-type: none"> <li>Explore and select appropriate resources, media, material, techniques and processes.</li> <li>Purposeful refinement as work develops.</li> <li>Present a personal and meaningful response</li> <li>Makes connections between visual, written and other elements.</li> </ul>	<ul style="list-style-type: none"> <li>Researching</li> <li>Analysis</li> <li>Medium specific practical skills.</li> <li>Refinement</li> <li>Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Developing ideas through sustained and focused investigations informed by contextual and other sources.</li> <li>Demonstrating analytical and critical understanding of sources.</li> <li>Demonstrates use of specialist vocabulary.</li> <li>Purposeful refinement as work develops.</li> <li>Record ideas, observations and insights relevant to intentions.</li> <li>Reflect critically on work and progress.</li> </ul>	<ul style="list-style-type: none"> <li>Medium specific practical skills.</li> <li>Refinement</li> <li>Building practical skills</li> </ul>	<ul style="list-style-type: none"> <li>Purposeful refinement as work develops.</li> <li>Present a personal and meaningful response</li> <li>Fully realise project intentions</li> <li>Makes connections between visual, written and other elements.</li> </ul>	<ul style="list-style-type: none"> <li><b>Building practical skills</b></li> </ul>	<ul style="list-style-type: none"> <li>Present a personal and meaningful response</li> <li>Fully realise project intentions</li> <li>Makes connections between visual, written and other elements.</li> </ul>

<p>Year 11 GCSE</p>	<p><b>Term 1A - Supporting Body of Work (Unit 1)</b></p> <ul style="list-style-type: none"> <li>Students are to produce a body of supporting work to be entered under <b>Unit 1</b> and to support their Personal Project.</li> <li>Production of a variety of A3 and A2 still life drawings and paintings with a focus on skills refinement and development.</li> <li><i>(students should be consistent to confident in their ability to complete these tasks)</i></li> <li><b>AO2</b></li> </ul>		<p><b>Term 1B - Personal Project End Point (Unit 1)</b></p> <ul style="list-style-type: none"> <li>Focus is the return to Personal Projects and the completion of an individually targeted list of tasks.</li> <li>Focus is on the final refinement of previous tasks, the final development of ideas, observations and insights, and the completion of any final outcomes which realise the project intentions.</li> <li><i>(students should be confident in their ability to complete these tasks)</i></li> <li><b>AO1AO2AO3AO4</b></li> </ul>		<p><b>Term 2A - Externally Set Assignment Start Point (Unit 2)</b></p> <ul style="list-style-type: none"> <li>Students initially research and explore their chosen project title from the ESA paper.</li> <li>Effectively develop ideas through creative and purposeful investigations by researching pertinent artists to the chosen title and relevant to the project ideas.</li> <li>Engage with and demonstrate critical understanding of sources.</li> <li>Students will record ideas, observations and insights through drawing and annotation, as well as considering and noting how their work will develop <i>(students should be confident in their ability to complete these tasks)</i></li> <li><b>AO1AO2AO3</b></li> </ul>		<p><b>Term 2B - Externally Set Assignment (Unit 2)</b></p> <ul style="list-style-type: none"> <li>Emphasis on the refinement and development of students ideas and intentions.</li> <li>Students must plan their personal and meaningful final outcome which will effectively realise the intentions of their project.</li> <li>Thoughtful refinement of skills and processes irrelevant mediums which have been purposefully selected.</li> <li><i>(students should be confident in their ability to complete these tasks)</i></li> <li><b>AO1AO2AO3</b></li> </ul>		<p><b>Term 3A - Externally Set Assignment End Point (Unit 2)</b></p> <ul style="list-style-type: none"> <li>Preparation for the completion of the Externally Set Assignment.</li> <li>Students are to demonstrate their ability to competently present a personal and meaningful response and realise intentions. As well as to show their ability to demonstrate understanding of visual through the production of a final outcome during the 10 hours of supervised time.</li> <li><i>(students should be confident in their ability to complete these tasks)</i></li> <li><b>AO1AO2AO3AO4</b></li> </ul>			
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