



CURRICULUM PLAN 20/21/22 Subject: Art & Design Group: KS4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Term 1 (A03)	Student chooses an image and uses graphite and a 2B pencil to create a line drawing.	Student adds tone and fine detail to their drawing using shading techniques	Student adds fine detail and texture to their drawing and considers mark making techniques Written annotations explaining image choice are added.	Student creates a mind map for their chosen theme or idea Student creates image research pages of their initial thoughts and ideas. Annotations added explaining image selection.	Student creates a second drawing choosing a different media (chalk/ charcoal/ pen and ink/ watercolour pencils)	Continuation of drawing 2. Annotations completed as work progresses	Student creates a 3rd drawing or enlarges a section using a viewfinder and choosing a new medium.	Continuation of drawing 2. Annotations completed as work progresses.
Term 2 (A01)	Student researches and creates an artist research page relevant to their ideas.	Student creates a study of their chosen artist's work. Annotation added reflecting on success.	Student creates a detailed written analysis of their artist emphasising on how they relate/ provide inspiration for their work	Student researches and creates a 2nd artist research page relevant to their ideas. Student creates a study of their chosen artists work.	Student creates a study of their chosen artist's work. Annotation added reflecting on success.	Student researches and creates a 3rd artist research page relevant to their ideas. Student creates a study of their chosen artists work.	Student creates a study of their chosen artist's work. Annotation added reflecting on success.	
Term 3 (A02)	Student creates an experimental sample of their idea.	Continuation of experimental sample Annotation added reflecting on success and identifying links to their artist/s	Student creates a 2nd experimental sample of their idea.	Continuation of experimental sample Annotation added reflecting on success and identifying links to their artist/s	Student creates a 3rd experimental sample of their idea.	Continuation of experimental sample Annotation added reflecting on success and identifying links to their artist/s		
Term 4 (A01/2/3)	Student identifies and completes further research or artist research which may be needed for the development of their ideas.	Continuation of research/ artist research pages and relevant annotation.	Student experiments further to refine their idea and work toward a final response	Continuation of refinement samples and compositions, adding annotations reflecting on success.	Continuation of refinement samples and compositions, adding annotations reflecting on success.	Continuation of refinement samples and compositions, adding annotations reflecting on success.		



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Term 5 (A04)	Student finalises idea for final personal response and begins.	Continuation of final personal response. Completion of learning log.	Continuation of final personal response. Completion of learning log.	Continuation of final personal response. Completion of learning log.	Continuation of final personal response. Completion of learning log.			
Term 6 (A04)	Continuation of final personal response. Completion of learning log.	Continuation of final personal response. Completion of learning log.	Continuation of final personal response. Completion of learning log.	Continuation of final personal response. Completion of learning log.	Continuation of final personal response. Completion of learning log.	Continuation of final personal response. Completion of learning log.	Students present their work to the class and self-assess identifying areas for further improvements.	
Term 7 (A01/3)	Student revisits their A03 work and either improves it or generates further recording	Continuation of A03 work	Continuation of A03 work	Continuation of A03 work	Student revisits their A01 work and either improves it or generates further contextual research	Continuation of A01 work	Continuation of A01 work	Student revisits their A02 work and either improves it or generates further experimental samples
Term 8 (A02/4)	Continuation of A02 work	Continuation of A02 work	Student revisits their A04 personal response and improves it or extends it	Continuation of A04 work	Continuation of A04 work	Student presents and puts together final portfolio of work	Student presents and puts together final portfolio of work	
Term 9 (A03/1)	Controlled test paper issued. Student selects a question and creates a mind map for their chosen theme or idea. Student creates image research pages of their initial thoughts and ideas. Annotations added explaining	Student generates drawings, photographs and recording work for their idea. (A03)	Student generates further drawings, photographs and recording work for their idea. (A03)	Student completes artist research page 1 and study adding annotations to explain links and inspiration toward their work (A01)	Student completes artist research page 1 and study adding annotations to explain links and inspiration toward their work (A01)	Experimental samples Annotation added reflecting on success and identifying links to their artist/s (A02)		



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	image selection.(A03)							
Term 10 (A02/4)	Student identifies and completes further research or artist research which may be needed for the development of their ideas. (A01/3)	Student experiments further to refine their idea and work toward a final response (A02)	Student experiments further to refine their idea and work toward a final response (A02)	Continuation of refinement samples and compositions, adding annotations reflecting on success. (A02)	Completion of final personal response in exam conditions (A04)	Completion of final personal response in exam conditions (A04)		

Unit Name: Portfolio	Recommended Teaching Time: 8 x Terms
<ul style="list-style-type: none"> • Portfolio project currently undertaken by all KS4 students at Summerfield. The project covers all assessment criteria required for the OCR GCSE Art & Design course and is differentiated for those working at a lower level to enable them to work toward an OCR Entry Level Art & Design which is assessed using a simplified version of the assessment criteria. • Students are introduced to or chose a theme as a starting point for their ideas. They are guided to explore the work of a range of artists including those who have dealt with this theme in order to support the development of their ideas. • Students are encouraged to consider and sample a range of Art and Design applications during the idea development stage of the project using the concepts and techniques of their chosen artists to inspire and further their ideas. • These applications will include drawing, painting and photography, digital manipulation of imagery, collage, printing techniques, textiles and sculpture. • Students select their strongest experiments and ideas and use these to help them develop a final personal response. • Students are supported to select and present their strongest work as a portfolio appropriate to their artwork. 	
I can statements (star the “essentials”)	Critical Content, Key Words and Additional Notes.



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- ✓ *I can create a mind map of my initial ideas.
- ✓ *I can create a visual research page of my initial thoughts and ideas.
- ✓ *I can produce a high quality tonal pencil drawing.
- ✓ *I can produce high quality drawings in other media.
- ✓ I can record my ideas using photography (if relevant)
- ✓ I can evaluate and reflect on the success of my work using annotations.
- ✓ *I can create an artist research page.
- ✓ I can create a study of an artist's work
- ✓ I can explain what the artist's work is about and how it relates to my own.
- ✓ *I can develop my ideas using a range of materials and processes.
- ✓ I can make decisions about what my strongest pieces of art work are and explain why.
- ✓ I can decide upon a final idea and explain how it links to my theme.
- ✓ I can identify the links between my final personal response and the work of others.
- ✓ *I can produce a high quality final personal response.
- ✓ I can understand how my art work is assessed.
- ✓ I can identify aspects of my art work which require further development or improvement.
- ✓ I can select and present my work effectively for assessment.

2018/19 (prior years) – Strengths and Weaknesses

Strengths: Recording of ideas/ Selection of artists/ Final personal responses

Weaknesses: Annotation of the development ideas/ Contextual information and explanation of links to artists/ Sufficient development of ideas

Critical Content:

(A01) Developing ideas through investigations and demonstrating critical understanding of sources from a given starting point.

(A02) Refining work through exploring ideas, selecting and experimenting with media appropriate to a chosen specification title and area of study.

(A03) Recording ideas, observations and insights relevant to intentions as work progresses.

(A04) Presenting a personal and meaningful response that realises intentions.

Additional: How to effectively present artwork as a portfolio.

Terminology & Key Words:

medium	digital photography	tone	line	annotations
materials	observation	shading	mark making	evaluations
techniques	scaling	collage	intention	refine
inspiration	viewfinder	mixed media	shape	experimentation
movement	proportion	form	portfolio	develop
influence	contrast	texture	theme	assessment criteria

Misconceptions

- Students find the idea of including pieces of work which are not to their satisfaction difficult. It is important to highlight throughout the importance of all the experiments including those which they feel were unsuccessful as this demonstrates the exploration and refinement of their ideas which is essential for the assessment criteria and their attainment.
- Students do not always understand the value of looking at the work of others particularly if visually they do not respond positively to the visual appearance of



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	<p>the work. This can again be combated by stressing the requirements of the assessment criteria.</p> <ul style="list-style-type: none"> • It is important to have writing frames, scaffolds and literacy mats available to support students in annotating their work so that they are able to add this independently as they complete outcomes. All too often students ignore this aspect of their work and then are creating it retrospectively prior to their portfolio deadline. • For students whose effort and work quality is erratic ensure that they only work on one side of paper in sketchbooks or produce their work on paper. This allows for careful selection and presentation of their strongest work prior to submission to the exam board.
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Assessment details	
<p>Work is assessed holistically as per the OCR exam board assessment criteria. This is done on a termly basis. Detailed written feedback is issued to students. Individual pieces of work are marked and feedback given for their improvement or to support the student's idea development. This is done at the front of the sketchbook as written feedback is not permitted on the work when submitted to the exam board.</p> <p>Verbal feedback during lessons forms a significant portion of student assessment.</p>	

Assessment Criteria	Question	Answer	Probable misconceptions (if applicable)
A03	<ul style="list-style-type: none"> • How do I record my ideas and observations for making art work effectively? 	<p>Through collecting relevant images, making observational drawings, taking photographs, written observations and information</p>	<p>Ensure that students understand the importance of creating work which is relevant to the ideas they wish to develop</p>
A03	<ul style="list-style-type: none"> • How do I create a high quality tonal pencil drawing? 	<ul style="list-style-type: none"> • Use graphite to map out the drawing if I am not confident to sketch freehand. • Add tonal shading to my drawings considering choice of pencil. • Chose marks which describe texture as well as tone. 	<p>Ensure that students understand the importance of creating work which is relevant to the ideas they wish to develop</p>



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AO3	<ul style="list-style-type: none"> How do I use annotation to evaluate and reflect on my work and determine what to do next? 	<p>Explain the selection of my image/s, consider success if an observational recording, identify changes I might make and what ideas it has given me to do next.</p>	<p>Students need to be encouraged to comment on the visual elements and to use correct equipment, media and process terms.</p>
AO1	<ul style="list-style-type: none"> How have other artists explored this theme? 	<p>This answer will depend on the artist's students focus on and will vary for each student key features of the artist's work.</p>	<p>Students should be encouraged to be specific and use descriptive language. You will also need to check for plagiarism or ensure that students add the source of their information.</p>
AO1	<ul style="list-style-type: none"> What aspects of their art work can I use to develop my ideas? 	<p>Students should be able to identify the links between their work and that of the artists and explain how they have applied it to their idea.</p>	<p>Students should be encouraged to be specific and use descriptive language.</p>
AO1	<ul style="list-style-type: none"> How do I present and annotate artist research in a way which demonstrates my critical understanding? 	<ul style="list-style-type: none"> Research and print images which relate to my idea and show the key features of the artist's work. Add relevant written information about the artist and their work in my own words. Give my opinion of their work and explain how it links with my own and has inspired my ideas. 	<p>Students will require support and guidance to consider page layout. Students may also need support with images selection.</p>
AO2	<ul style="list-style-type: none"> How do I effectively select materials, processes, media and techniques with which to develop my ideas? 	<ul style="list-style-type: none"> Consider the work of other artists and how they have created their ideas. Consider which media is most appropriate for the piece of work I wish to create. Reflect on the success of each sample or outcome to inform my decisions. 	<p>Considerable verbal feedback and dialogue with teaching staff should inform and support this process as well as technical support with practical work.</p>
AO2	<ul style="list-style-type: none"> How do I evidence the refinement and exploration of my idea? 	<ul style="list-style-type: none"> Present my sketchbook in a logical manner. Use annotations to evaluate my success and document my thought process. 	<p>Students will require support and guidance to consider page layout.</p>



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A04	<ul style="list-style-type: none"> How do I decide on and create a confident personal response? 	<ul style="list-style-type: none"> Reflect on which pieces of work are most successful and also which I enjoyed producing the most. Reflect on my intentions and the response I hope for from others viewing it. 	<p>Considerable verbal feedback and dialogue with teaching staff should inform and support this process as well as technical support with practical work.</p>
	<ul style="list-style-type: none"> What is composition? 	<ul style="list-style-type: none"> the placement or arrangement of the visual elements, such as figures, trees, and so on in a work of art. 	
	<ul style="list-style-type: none"> How am I assessed in GCSE Art & Design and how do I make progress? 	<p>Against 4 criteria each worth 25%</p> <ul style="list-style-type: none"> Recording ideas Developing and refining my ideas through materials Developing my ideas through looking at the work of others Creating a final personal response. <p>Progress is made by working through the criteria and trying to continuously improve the quality of the outcomes I create.</p>	<p>Frequent reference to the criteria needs to be made throughout lessons Copies of the assessment criteria to be displayed in the room and students sketchbooks.</p>
	<ul style="list-style-type: none"> What should I include in my portfolio and how should I present it? 	<ul style="list-style-type: none"> My strongest outcomes. Evidence of each of the 4 criteria. Present it logically and clearly. 	<p>Considerable verbal feedback and dialogue with teaching staff should inform and support this process</p>
Probing	<p>What reaction do I hope others will have in response to my art work?</p>		<p>Encourage students to consider their role as an artist and to put themselves in the position of viewer rather than creator.</p>
Probing	<p>What would you do differently were you to undertake this process again?</p>		<p>Encourage students to reflect on their practise, strengths and areas for development in order that they may address these areas in the Control Test.</p>



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Unit Name: Controlled Test	Recommended Teaching Time: 2 x Terms																								
<p>Overview and Aims</p> <ul style="list-style-type: none"> • This is the controlled test for the GCSE Art & Design course and Entry Level Art and Design Course • Students will be introduced and asked to select from 5 titles or themes set by the exam board as starting points for their ideas. They will be guided to explore the work of a range of artists including those who have dealt with their chosen theme in order to support the development of their ideas. • Students are encouraged to consider and sample a range of Art and Design applications during the idea development stage of the project using the concepts and techniques of their chosen artists to inspire and further their ideas. • These applications will include drawing, painting and photography, digital manipulation of imagery, collage, printing techniques and sculpture. • Students select their strongest experiments and ideas and use these to help them develop a final personal response • Their final personal response will be produced in exam conditions over a 10 hour period at the end of the Spring Term. 																									
<p>✓ I can statements (star the “essentials”)</p>			<p>Critical Content & Common errors (star the “essentials”)</p>																						
<ul style="list-style-type: none"> ✓ *I can select a question from the controlled test paper and generate an idea ✓ I can create a mind map of my initial ideas. ✓ *I can create a visual research page of my initial thoughts and ideas. ✓ *I can produce a high quality tonal pencil drawing. ✓ *I can produce high quality drawings in other media. ✓ I can record my ideas using photography (if relevant) ✓ I can evaluate and reflect on the success of my work using annotations. ✓ *I can create an artist research page. ✓ I can create a study of an artist’s work ✓ I can explain what the artist’s work is about and how it relates to my own. ✓ *I can develop my ideas using a range of materials and processes. ✓ I can make decisions about what my strongest pieces of art work are and explain why. 			<p>Critical Content:</p> <p>(A01) Developing ideas through investigations and demonstrating critical understanding of sources from a given starting point.</p> <p>(A02) Refining work through exploring ideas, selecting and experimenting with media appropriate to a chosen specification title and area of study.</p> <p>(A03) Recording ideas, observations and insights relevant to intentions as work progresses.</p> <p>(A04) Presenting a personal and meaningful response that realises intentions.</p> <p>Additional: How to work to deadline and in timed conditions.</p> <p>Terminology & Key Words:</p> <table border="1" data-bbox="1081 1246 2085 1393"> <tbody> <tr> <td>medium</td> <td>digital photography</td> <td>tone</td> <td>line</td> <td>annotations</td> </tr> <tr> <td>materials</td> <td>observation</td> <td>shading</td> <td>mark making</td> <td>evaluations</td> </tr> <tr> <td>techniques</td> <td>scaling</td> <td>collage</td> <td></td> <td>refine</td> </tr> <tr> <td>inspiration</td> <td>viewfinder</td> <td>mixed media</td> <td>shape</td> <td>experimentation</td> </tr> </tbody> </table>			medium	digital photography	tone	line	annotations	materials	observation	shading	mark making	evaluations	techniques	scaling	collage		refine	inspiration	viewfinder	mixed media	shape	experimentation
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<ul style="list-style-type: none"> ✓ I can decide upon a final idea which can be completed in 10 hours and explain how it links to my theme. ✓ I can identify the links between my final personal response and the work of others. ✓ *I can produce a high quality final personal response independently ✓ *I can produce a high quality final personal response in timed conditions ✓ *I can work to tight deadlines ✓ I can understand how my art work is assessed. <p>2018/19 (prior years) – Strengths and Weaknesses Strengths: Recording of ideas/ Selection of artists/ Final personal responses Weaknesses: Annotation of the development ideas/ Contextual information and explanation of links to artists/ Sufficient development of ideas</p>	<table border="1" data-bbox="1086 295 2083 395"> <tr> <td>timed conditions</td> <td>proportion</td> <td>form</td> <td>portfolio</td> <td>develop</td> </tr> <tr> <td></td> <td>contrast</td> <td>texture</td> <td>theme</td> <td>assessment criteria</td> </tr> </table> <p>Misconceptions</p> <ul style="list-style-type: none"> • Students often underestimate how long they take to produce their work and find the tight timeline of this project difficult. It is essential to provide students with a tight timetable and strict deadlines in order to ensure they are sufficiently prepared in time for the controlled test itself. 	timed conditions	proportion	form	portfolio	develop		contrast	texture	theme	assessment criteria
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Assessment Criteria	Question	Answer	Probable misconceptions (if applicable)
AO3/AO1	<ul style="list-style-type: none"> • How do I select a title and generate ideas ? 	<p>Consider each title carefully and select the one that you think is most exciting or interesting. Mind map early ideas. Begin visually researching or research the artists on the paper.</p>	<p>Ensure that students chose something which they will be able to gather visual research on quickly. Some students will be drawn to more than one question. Support them through mind mapping both questions or get them</p>



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			to work on both at the same time as all work can be submitted for their exam.
A03	<ul style="list-style-type: none"> • How do I record my ideas most effectively for my title? 	<ul style="list-style-type: none"> • Showcase your strengths • Demonstrate that you are able to record your ideas through drawings. • Create visual research pages selecting and presenting images carefully. • If possible take photographs linking to your idea. 	<p>Ensure students select images appropriate to their idea.</p> <p>Ensure that they include a number of observational drawings</p> <p>Encourage them to take photographs wherever possible to enhance their mark and generate recording quickly.</p>
A01	<ul style="list-style-type: none"> • How do I research other artists who have explored my theme? 	<ul style="list-style-type: none"> • Use the exam paper as a starting point selecting and creating artist research pages on any that seem relevant. • Use annotations to explain the links to my work. • Ask my teacher for ideas. • Use the internet and virtual galleries to find work that I respond to. • Create studies or artists work. 	<p>Encourage students to start with the exam paper even if at first reluctant as this will enable them to begin generating art work quickly and offers potential artist studies which can link into recording ideas (A03).</p>
A01	<ul style="list-style-type: none"> • How do I achieve the best mark I can for developing my ideas through critical investigation of others work? 	<ul style="list-style-type: none"> • Make the links/ inspiration provided explicit through selection of image and annotations. • Use your own words. • Include contextual information which shows I have an understanding of the artist's work. • Create studies or artists work. 	<p>Ensure that students chose their images carefully.</p> <p>Scaffold students written comments.</p> <p>Get them to write in their own words and check for plagiarism.</p>
A01	<ul style="list-style-type: none"> • How do I make a study of an artist's work? 	<ul style="list-style-type: none"> • Select an image relevant to my own. • Choose a section, image, sculpture and recreate it using the same materials if appropriate. 	<p>Consider carefully how long you allow students to work on studies; they do not need to be complete to achieve the marks required and time is must be planned carefully during this project.</p>



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A02	<ul style="list-style-type: none"> • How do I effectively develop and refine my ideas using media and techniques? 	<ul style="list-style-type: none"> • Play to my strengths. • Demonstrate any technique I have previously learnt and know I do well, (if it relates to the idea I want to develop.) 	<p>Students should be encouraged to complete work that plays to their strengths and if possible showcase their skill set.</p>
A02	<ul style="list-style-type: none"> • How do I achieve the best mark I can for experimenting and developing my ideas using materials? 	<p>Produce my best quality work. Present work in a logical way annotating strengths and areas for refinement. Include all attempts even those which I feel have not worked as they show fully the journey of developing my ideas.</p>	<p>Students should be encouraged to be specific and use descriptive language. Considerable verbal feedback and dialogue with teaching staff should inform and support this process as well as technical support with practical work.</p>
A02	<ul style="list-style-type: none"> • How do I present my work most effectively for this project? 	<ul style="list-style-type: none"> • The answer to this is dependent on the student and may be either in sketchbook or on sheets. 	<p>Some students work is consistent and looks most effective in sketchbooks.</p> <p>For students where this is not the case value can be added through working with the student to carefully present the work onto sheets also allowing the emittance of any poor quality outcomes which may damage the consistency of the work and mark.</p>
A04	<ul style="list-style-type: none"> • How do I decide on and create a confident personal response? 	<ul style="list-style-type: none"> • Reflect on which pieces of work are most successful and also which I enjoyed producing the most. • Reflect on my intentions and the response I hope for from others viewing it. 	<p>Considerable verbal feedback and dialogue with teaching staff should inform and support this process as well as technical support with practical work.</p>
A04	<ul style="list-style-type: none"> • How do I complete my final piece to my best standard, with independence and in timed, controlled conditions? 	<ul style="list-style-type: none"> • By ensuring I have tested and trialled all aspects of my idea. • By considering scale and complexity and listening to teacher guidance. 	<p>Considerable verbal feedback and dialogue with teaching staff should inform and support this process.</p>



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Probing	What reaction do I hope others will have in response to my art work?	Encourage students to consider their role as an artist and to put themselves in the position of viewer rather than creator.
Probing	What would you do differently were you to undertake this process again?	Encourage students to reflect on their practise, strengths and areas for development.