

| Learning Cycle Year 1 | Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Checking of understanding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Autumn Term           | <ul style="list-style-type: none"> <li>• Introduction to the course overview</li> <li>• Introduction to the <b>Portfolio Project</b></li> <li>• <b>Title: Self Portraiture</b></li> <li>• Observational drawing of facial features</li> <li>• using a mirror exploring a range of media including</li> <li>• Pencil</li> <li>• Biro</li> <li>• Fine Liner Pen</li> <li>• Ink and Stick</li> <li>• Free Machine Embroidery</li> <li>• Researching set specific artist/craftspeople to inform practical samples</li> <li>• Building skills through practical experimentation using...</li> <li>• Mono-print Process</li> <li>• Paper-cut Process</li> <li>• Outcome production including...</li> <li>• Self portrait mono-print</li> <li>• Self portrait paper-cut</li> <li>• Royal British Legion Poppy Appeal Fundraiser</li> <li>• Building skills through exploration of alternative mixed media techniques</li> <li>• Researching set specific artist/craftspeople</li> </ul> | <p>Supported by the introduction and use of the Art, Craft &amp; Design Research and annotation booklet. This booklet contains tips on how to research and how to write critical analysis. Sentence starters are included.</p> <p>Students will further develop their confidence in analysing – focusing on use of media and fabric manipulation. They will start to develop their artistic vocabulary necessary for working in their sketchbooks with confidence.</p> <p>Commercial art.<br/>Personal art<br/>Personal response<br/>Mark making<br/>Observational studies<br/>Depth<br/>Realism<br/>Hard/Soft line<br/>Contrast<br/>Hatching<br/>Cross Hatching</p> | <p>Shadow timetable used to nominate at least 1 double session where students will work in the creative studio during independent study time. This will allow for extra support and time management.</p> <p>Formal assessment takes place every 4-6 weeks. Students receive written feedback on a carbon copy gold sheet that is secure in the inside front cover of their sketchbook.</p> <p>Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement.</p> <p>Smart targets are set to be complete by the subsequent assessment.</p> <p>Written feedback and targets are discussed with students in a 1:1 format to ensure understanding.</p> <p>Resubmission may be required.</p> <p>Gold sheets refers identifies the Assessment Objectives being assessed.</p> <p>Working at grade included based on AQA standardisation levels.</p> | <p>The Art, Craft &amp; Design course at MV16 is purposefully planned for individuals to build an exciting and creative portfolio of work that is highly relevant to a multitude of Art, Craft &amp; Design post 18 pathways.</p> <p>A potriature based unit is specifically chosen as a challenging theme made even more challenging by specifying 'self portraiture'. Students investigate a diverse range of industry practitioners and explore a wide range of materials, tools, techniques and processes from traditional art practices to more contemporary approaches which will enable them to confidently apply their newly acquired knowledge, skills and understanding to produce their own creative outcomes.</p> <p>A vast range of techniques are taught to enable students to be able to respond to any creative brief in a personal manner.</p> <p>The autumn term planning helps the students to gain confidence in exploring more mature mark making through the exploration of media building on the skills cover at Key stage 4.</p> <p>Skills and techniques taught become more sophisticated and challenging as the terms progress. The skills taught and developed provide the students with the ability to autonomously plan and execute an ambitious</p> |

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|                    | <p>collections to inform practical samples.</p> <ul style="list-style-type: none"> <li>• Building skills with paint application through experimentation using</li> <li>• Flat block application</li> <li>• Smooth blended application</li> </ul> <p>Abstract concepts (reveal and conceal)</p>                                                                                                                                                                                                                                                                                                    | <p>Scumbling<br/>Ink &amp; Stick<br/>Scale<br/>Mixed media<br/>Monoprinting<br/>Papercut<br/>Linocut<br/>Relief print<br/>Experimental<br/>Free machine stitch<br/>Layering<br/>Acetate<br/>Colour palette<br/>Flesh tones<br/>Masters<br/>Complimentary<br/>Harmonious<br/>High key<br/>Muted</p> | <p>Target grade included is aspirational based on evidenced student capability so far in the unit.</p> <p>Group crits begin early in the course to promote good working practice and peer on peer advice.</p> <p>1:1 discussions and advice begins from the first lesson.</p> <p>Purple notebooks are kept at the back of the sketchbook and are used to record advice and individual thoughts on how to take work further/be more successful.</p>                                                                                                                                                                                             | <p>personal investigation at the end of the academic year.</p> <p>Experimental process will be selected to create a wearable poppy to be sold for Remembrance Sunday.<br/>Expansion of experimentation techniques.</p> <p>Diversity will be explored in the range of artists investigation but also in inclusion of black female artist who fought to be recognised in the world of art.</p> <p>Environmental considerations will be explored by discussing sustainability in the art world and the ethical considerations of the production and placement of artworks</p>                                                                                                                                            |
| <p>Spring Term</p> | <ul style="list-style-type: none"> <li>• Possible gallery visit/other off-site trip relevant to the Portrait project (independent gallery visits also encouraged)</li> <li>• Researching artist/designer collections to inform practical samples. OPTIONS are provided so that individuals can begin to work towards a more personalised approach to learning at this stage.</li> <li>• Developing ideas for final outcome compositions via photoshoots</li> <li>• A4 painted self portrait outcome as a practice for the final idea</li> <li>• A1 painted self portrait final Outcome</li> </ul> | <p>Continued used of the Art, Craft &amp; Design Research and Annotation booklet.</p> <p>Analytical<br/>Descriptive<br/>Impasto<br/>Abstracted<br/>Expressive<br/>Mini Outcome<br/>Ground</p>                                                                                                      | <p>Peer assessment. Students will mark each other's books referring to the assessment criteria in the back of their book. They will give written feedback of strengths and suggest possible ways to improve grade.</p> <p>Formal written assessment using gold sheet detailed in Spring term.</p> <p>Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement.</p> <p>Smart targets are set to be complete by the subsequent assessment.</p> <p>Written feedback and targets are discussed with students in a 1:1 format to ensure understanding.</p> <p>Resubmission may be required.</p> | <p>Live visits enhance the student knowledge and understanding to the importance of the Creative Arts to the British economy. Experiencing practitioners work provides students with an wider array of post 18 opportunities and inspiration.</p> <p>Building on skills explored in the spring term, students are continuing to explore a varied and new range of media to respond to their chosen artists/designers. Specific designers are chosen specifically to challenge and extend technical skills – particularly varied approaches to applying paint to discover the method that most appeals to them as a practitioner.</p> <p>Students are encouraged to be more individual in their approaches and use</p> |

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|                    | <ul style="list-style-type: none"> <li>Personal development of Portrait final outcome informed by their sketchbook work to date.</li> </ul>                                                    |                                                                                                                                           | <p>Gold sheets refers identifies the Assessment Objectives being assessed.</p> <p>Working at grade included based on AQA standardisation levels.</p> <p>Target grade included is aspirational based on evidenced student capability so far in the unit.</p> <p>Group crits promote good working practice and peer on peer advice.</p> <p>1:1 discussions and advice begins from the first lesson.</p> <p>Purple notebooks are kept at the back of the sketchbook and are used to record advice and individual thoughts on how to take work further/be more successful.</p> <p>One to one work with students particularly those who are struggling with the heavy workload. Interventions put in place to ensure progress is being made with quality finishing.</p> <p>Peer assessment used to inform development decision making</p> | <p>methods that showcase their individual strengths particularly in relation to concepts and creation of a final outcome. It is important that the students exercise their ability to work as independent thinkers and artists.</p> |
| <p>Summer Term</p> | <ul style="list-style-type: none"> <li>Completion of Self portrait final outcome and evaluation/reflection</li> <li><i>Deadline for the Portfolio Project approximately mid May</i></li> </ul> | <p>Continued used of Art, Craft &amp; Design Research and Annotation booklet. Realisation Development Review and refine Final outcome</p> | <p>Peer assessment. Students will mark each other's books referring to the assessment criteria in the back of their book. They will give written feedback of strengths and suggest possible ways to improve grade.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Final realisation of outcome showcasing a combination of techniques to produce an outcome that will have creative impact and demonstrate a high level of artistic skill.</p>                                                     |

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| <ul style="list-style-type: none"> <li>• Introduction to the <i>Personal Investigation: Choice of 4 Titles</i></li> <li>• Personal investigation is worth 60% of final grade</li> <li>• Individual planning for the initial research stages of the chosen project title</li> <li>• Researching artist/craftspeople specific to student's personal intentions to inform practical samples relevant to the chosen project title.</li> <li>• Students are provided with a diverse range of artists that they could choose from but are also encouraged to source their own contextual inspiration appropriate to their respective briefs.</li> <li>• Students to put together a personal scheme of work from a provided structure. Student scheme of work will utilise personal strengths showcased in entomology unit. This structure can be used to inform teacher planning for specific and appropriate techniques.</li> <li>• Researching artist/designer collections specific to student's personal intentions to inform practical samples.</li> <li>• Personal development of small scale outcome(s) informed by their sketchbook work to date which includes: <ul style="list-style-type: none"> <li>• Design ideas</li> </ul> </li> </ul> | Personal investigation<br>Consolidation<br>Extension | Formal written assessment using gold sheet detailed in Spring term.<br><br>Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement.<br><br>Smart targets are set to be complete by the subsequent assessment.<br><br>Written feedback and targets are discussed with students in a 1:1 format to ensure understanding.<br><br>Resubmission may be required.<br><br>Gold sheets refers identifies the Assessment Objectives being assessed.<br><br>Working at grade included based on AQA standardisation levels.<br><br>Target grade included is aspirational based on evidenced student capability so far in the unit.<br><br>Group crits promote good working practice and peer on peer advice.<br><br>1:1 discussions and advice begins from the first lesson.<br><br>Purple notebooks are kept at the back of the sketchbook and are used to record advice and individual thoughts on how to take work further/be more successful.<br><br>One to one work with students particularly those who are struggling with the heavy workload. | Personal investigation planning is a powerful tool in helping students take ownership of their development of their design and making skills. Chosen artists are selected to challenge an extend skills developed in the entomology unit.<br><br>Artist order is considered and finalised with tutor guidance. The remaining weeks of this term are used to make a strong start to individual Personal Investigations.<br><br>Minimum artist number set for Autumn return to encourage continued work ethic and momentum. |
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|  | <ul style="list-style-type: none"> <li>Individual practical strengths</li> </ul> |  | <p>Interventions put in place to ensure progress is being made with quality finishing.</p> <p>Peer assessment used to inform development decision making</p> |  |
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| Learning Cycle Year 2 | Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Checking of understanding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Autumn Term           | <ul style="list-style-type: none"> <li>Welcome Back</li> <li>Self-evaluation/reflection</li> <li>Small group assessment task on most recent cohorts work and marks awarded.</li> <li>Timeline of weeks to Jan 31<sup>st</sup> deadline is given to allow students to oversee and take ownership of their Individual planning.</li> <li>Researching and responding to artists &amp; craftspeople specific to student's personal intentions to inform techniques relevant to the chosen design brief.</li> <li>Mini outcome/ development print week late Sept/early Oct students to work in exam conditions to create first set of mini outcomes in response to their chosen brief highlight their personal strengths.</li> </ul> | <p>Continued used of the Art, Craft &amp; Design Research and Annotation booklet provided in year 12 and extended through their own personal investigation in the work of their chosen artists. Each student investigation is individual and as such vocab will be appropriate to their own area of study.</p> <p>Reflective<br/>Analytical<br/>Descriptive<br/>Outcome series<br/>Triptychs<br/>Realisation<br/>Development<br/>Review and refine<br/>Final outcome<br/>Personal investigation<br/>Consolidation<br/>Extension</p> | <p>Shadow timetable continues to be used to nominate at least 1 double session where students will work in the creative studio/ LRC during independent study time. This will allow for extra support and time management.</p> <p>Formal assessment continues to take place every 4-6 weeks. Students receive written feedback on a digital gold assessment sheet that is kept at the beginning of the students sketchbook.</p> <p>Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement.</p> <p>Smart targets are set to be complete by the subsequent assessment.</p> <p>Written feedback and targets are discussed with students in a 1:1 format to ensure understanding.</p> <p>Resubmission may be required.</p> | <p>Self-reflection on work produced so far in their personal investigation (including work completed over the summer) allows students to set a personalised ambitious target to aim achieve in the subject area.</p> <p>Looking at the work of the previous Y13 cohort will help students see the standard of work produced and the grades they resulted in.</p> <p>Adding a mini outcome week to the early part of the term encourages student to begin combining artist influences to create original and personal ideas. This is the beginning of students becoming artists in their own right.</p> <p>Students continue to be encouraged to be more individual in their approaches and use methods that showcase their individual strengths.</p> <p>This encourages students to constantly extend their concepts and find new avenues of development.</p> <p>Constant reviewing of their personal investigation plan is vital to ensure students are taking their ideas in the most successful</p> |

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|                    | <ul style="list-style-type: none"> <li>• Review of personal scheme of work to make needed changes if appropriate.</li> <li>• Researching and responding artists &amp; craftspeople specific to student's personal intentions to inform techniques and media use relevant to the chosen project brief.</li> <li>• Written Element introduction</li> <li>• 5 hour mock exam</li> <li>• Final outcome for Personal Investigation ideas development showing review and refine processes and combinations of most successful artists &amp; craftspeople style.</li> <li>• Final completion of sketchbook showing clear reference to assessment objective criteria and build up to final outcome/s.</li> <li>• Planning and preparing final outcome/s.</li> </ul> | <p><i>Critical thinking</i></p>                                                                                                                                                                                                               | <p>Gold sheets identifies the Assessment Objectives being assessed.</p> <p>Working at grade included based on current AQA standardisation levels and most recent cohort achievements.</p> <p>Target grade included is aspirational based on evidenced student capability so far in the unit.</p> <p>Group crits begin early in the course to promote good working practice and peer on peer advice.</p> <p>1:1 discussions and advice begins from the first lesson and continues in each contact session.</p> <p>Purple notebooks are kept and are used to record verbal advice and individual thoughts on how to take work further/be more successful and to ensure the meeting of deadlines.</p> | <p>direction and to allow for more open minded critical thinking.</p> <p>5 hour mock exam to create an outcome stemming from ideas explored thus far in their investigation put in place to allow students the opportunity to experience a full day in exam conditions and to enable them to use this experience to plan their approach to the 15 hr exam taken at the end of their exam unit (introduced Feb 1<sup>st</sup>).</p> <p>The 5 hour mock also provides an opportunity to make decisions about the direction of the final stage of their personal investigation unit.</p> |
| <p>Spring Term</p> | <ul style="list-style-type: none"> <li>• Creation of Personal Investigation final outcome collection informed by sketchbook work to date which includes:</li> <li>• Combinations Key artist/craftspeople influence</li> <li>• Individual practical/digital strengths</li> <li>• <i>Deadline for the Personal Investigation approximately 31<sup>st</sup> January</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                             | <p>The use of the Graphics Research and Annotation booklet will be less frequent now as students have gained confidence in using subject specific terminology in their written work and verbal discussions. Each student investigation is</p> | <p>Formal assessment continues to take place every 4-6 weeks. Students receive written feedback on a digital gold assessment sheet that is kept at the beginning of the students sketchbook.</p> <p>Written feedback reflects on work to date and clearly identifies strengths and areas of required improvement.</p> <p>Smart targets are set to be complete by the subsequent assessment.</p>                                                                                                                                                                                                                                                                                                    | <p>The month of January is used to consolidate the students investigation into their chosen theme. Students take responsibility to develop a final outcome/s as a final realisation of their investigation. The number of final outcomes are negotiated with the teacher with regard to the labour intensity of the production of the work.</p> <p>The written element submitted along side the investigative sketchbook and final edits clarify the rationale behind decisions made throughout the investigation.</p>                                                                |

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|                    | <ul style="list-style-type: none"> <li>• Feb 1<sup>st</sup> (or as close to) Introduction to the <i>Exam Project Set</i> by the exam board AQA. Choose 1 of 8 different project titles.</li> <li>• Exam Project is worth 40% of final grade</li> <li>• Individual SOW planning for the initial research stages of the chosen project title – 10 approx weeks</li> <li>• Researching and responding to artists &amp; craftspeople specific to student's personal intentions to inform techniques and media use relevant to the chosen exam brief.</li> <li>• Personal development of outcome ideas informed by sketchbook work to date which includes: <ul style="list-style-type: none"> <li>• Individual practical strengths</li> <li>• Combinations of key artists &amp; craftspeople influence</li> </ul> </li> </ul> | <p>individual and as such vocab will be appropriate to their own area of study.</p> <p><i>Realisation</i><br/> <i>Development</i><br/> <i>Review and refine</i><br/> <i>Final outcome</i><br/> <i>Personal investigation</i><br/> <i>Consolidation</i><br/> <i>Extension</i></p> <p>Subject specific vocab explored in Y12 may be returned to based on the students choice of exam topic.</p> | <p>Written feedback and targets are discussed with students in a 1:1 format to ensure understanding.</p> <p>Resubmission may be required.</p> <p>Gold sheets identifies the Assessment Objectives being assessed.</p> <p>Working at grade included based on current AQA standardisation levels and most recent cohort achievements.</p> <p>Target grade included is aspirational based on evidenced student capability so far in the unit.</p> <p>Group crits begin early in the course to promote good working practice and peer on peer advice.</p> <p>1:1 discussions and advice continues in each contact session.</p> <p>Purple notebooks are kept and are used to record verbal advice and individual thoughts on how to take work further/be more successful.</p> <p>One to one work with students particularly those who are struggling with the heavy workload. Interventions put in place to ensure progress is being made with quality finishing.</p> <p>Peer assessment used to inform development decision making</p> | <p>The exam unit introduced on Feb 1<sup>st</sup> will have a range of 8 varied starting points for a new creative investigation.</p> <p>The skills the students have already amassed in producing successful Art, Craft &amp; Design as well as the skills they have already explored in planning an ambitious personal investigation will again be utilised in the externally set exam unit.</p> <p>Exam unit planning is a powerful tool in helping students take ownership of the further development of their design skills. Chosen artists are selected to challenge an extend skills developed throughout their A level study.</p> <p>Exam project title and artist order is considered and finalised with tutor guidance. The remaining weeks of this term are used to develop creative ideas in response to their chosen artists.</p> |
| <p>Summer Term</p> | <ul style="list-style-type: none"> <li>• The 15 hour exam period is usually timetabled to be</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Each student investigation is</p>                                                                                                                                                                                                                                                                                                                                                          | <p>Final 1:1 discussions will take place before the 15 hour exam conditions</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>The first week of the summer term is chosen to allow students the maximum amount of</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|  | <p>during the first week of the summer term.</p> <ul style="list-style-type: none"> <li>• The preparatory sketchbook investigation into their chosen exam project must be complete before the first of the 15 hour exam process begins.</li> <li>• <i>15 hour Exam – Creation final outcome/s which answer the students chosen exam paper brief.</i></li> <li>• Students will utilise the 15 hour exam to develop a final outcome/s based on chosen theme showing a combination of contextual influences. These outcomes are planned and prepped in their preparatory sketchbook investigation.</li> <li>• Submission of Exam Project outcomes and sketchbook</li> <li>• A' level Art, Craft &amp; Design Course Completed</li> <li>• Cross Moderation and marking</li> <li>• AQA external moderator visit</li> <li>• Creative Arts exhibition celebrating students' success</li> </ul> | <p>individual and as such vocab will be appropriate to their own area of study.</p> | <p>begin to ensure understanding and preparation is in place.</p> | <p>preparatory sketchbook and shooting time possible.</p> <p>The Art, Craft &amp; Design course is complete at the end of the exam hours. The exam board expects the internally marked and moderated marks by May 31<sup>st</sup>.</p> <p>Both the Personal investigation unit and the exam unit marks will be moderated by an external visiting exam board moderator.</p> <p>The annual 'Art Show' will be held in the latter part of this term to celebrate the work of all the creative arts students. Families and friends as well as members of the local community are invited to attend the celebration.</p> <p>This is a consistently successful event to showcase the strength of skills and knowledge gained through the MV16 Art, Craft &amp; Design course.</p> |
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