

	Year 12	Year 13
Autumn half term 1 Sequential knowledge and skills	<p><b>AS – Building on skills/knowledge and introducing new techniques</b> <b><u>‘Inside-outside’</u></b> <u>All tasks designed to improve skills and match assessment objectives</u></p> <ul style="list-style-type: none"> <li>• Introduction to Inside-outside – AQA specification, assessment objectives, mind map and moodboards</li> <li>• Presentation techniques using photoshop and mixed media – create a moodboard using photoshop</li> <li>• Observation/Composition/proportion/ Tonal drawings of still life in variety of media</li> <li>• A1 chalk and charcoal seed pods etc</li> <li>• Critical analysis – tonal still life</li> <li>• Macro observation of natural structures – tonal, pen and ink - photograms</li> <li>• Critical analysis of macro artists</li> <li>• Oil pastel study of peppers/pomegranate from primary source, photography of fruit.</li> <li>• Cross section structures of fruit</li> <li>• Watercolour fruit/veg</li> <li>• Acrylic painting of fruit/cross section</li> </ul>	<p><b>Personal investigation continued</b></p> <ul style="list-style-type: none"> <li>• Students to continue to work on their personal investigation unit</li> </ul> <p>Week 2: Crit - To peer assess work using AQA assessment objectives.</p> <ul style="list-style-type: none"> <li>• Observations using appropriate media and techniques for the subject matter</li> <li>• Contextual research to support and inspire development of ideas</li> <li>• Initial ideas for interim outcome- sketched and photoshop</li> <li>• Complete interim outcome</li> </ul>
Assessment Content and methods used to judge learning	<ul style="list-style-type: none"> <li>• Feedback sheets</li> <li>• Teacher assessment is made on sketchbooks and includes both class work and homework based on assessment criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Crit: Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. Feedback sheets</li> <li>• Teacher assessment is made on sketchbooks and includes both class work and homework based on assessment criteria.</li> </ul>
Autumn half term 2 Sequential knowledge and skills	<p>Crit - To peer assess work using AQA assessment objectives.</p> <ul style="list-style-type: none"> <li>• Cells</li> </ul>	<ul style="list-style-type: none"> <li>• More focussed line of enquiry</li> <li>• Begin 3,000 word essay – peer examples, mind map journey, create essay plan. Broken into weekly chunks- introduction/justifications/ conclusion</li> <li>• Developing more studies, samples to lead to a final outcome</li> <li>• Sketched ideas</li> <li>• Adobe Photoshop designs</li> <li>• Peer assessment to determine which idea is the best</li> <li>• Complete feedback to improve sketch book</li> </ul>

Assessment Content and methods used to judge learning	<ul style="list-style-type: none"> <li>Feedback sheets - Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop</li> </ul>	
Spring half term 3 Sequential knowledge and skills	<ul style="list-style-type: none"> <li>Refining ideas using photoshop</li> <li>Crit to peer assess and decide best idea to take forward</li> <li>Producing final response</li> <li>Developing still life composition using acrylic and selecting personal subject matter and contextual inspiration.</li> </ul>	<ul style="list-style-type: none"> <li>Complete final outcome by end of January.</li> <li>Complete and present 3,000 word essay</li> <li><u>Feb 1<sup>st</sup> Externally set assignment</u></li> <li>Students to choose one theme to develop</li> <li>Mind map and mood board</li> <li>Observations using appropriate media and techniques for the subject matter</li> <li>Contextual research to support and inspire development of ideas</li> </ul>
Assessment Content and methods used to judge learning	<ul style="list-style-type: none"> <li>Teacher assessment is made on sketchbooks and includes both class work and homework based on assessment criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework – personal investigation project marked in February.</li> </ul>
Spring half term 4 Sequential knowledge and skills	<ul style="list-style-type: none"> <li>Continue with ‘Structures’ developing still life composition using acrylic and selecting personal subject matter and contextual inspiration.</li> <li>Begin investigating themes for personal investigation.</li> </ul>	<ul style="list-style-type: none"> <li>Continue Observations using appropriate media and techniques for the subject matter</li> <li>Contextual research to support and inspire development of ideas</li> <li>Refining ideas towards sketched and photoshop designs –peer assessment</li> </ul>
Assessment Content and methods used to judge learning	<ul style="list-style-type: none"> <li>Crit - Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop.</li> <li>Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework – assessing completed ‘Structures’ project</li> </ul>	
Summer half term 5 Sequential knowledge and skills	<ul style="list-style-type: none"> <li>Begin personal investigation unit.</li> <li>Mind maps, mood boards, artists, subject matter, outcome ideas</li> <li>Personal observations and artists research</li> </ul>	15 hour exam after Easter

<p>Assessment Content and methods used to judge learning</p>	<ul style="list-style-type: none"> <li>• Feedback sheets - Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop.</li> <li>•</li> </ul>	<p>Personal investigation and exam units marked internally/externally moderated.</p>
<p>Summer half term 5 Sequential knowledge and skills</p>	<p>Personal investigation unit continued.</p> <p>Trip to London – gallery visits to V &amp; A, Tate Modern, Tate Britain and Chelsea Art College or Newcastle – The Baltic, Biscuit factory, The Laing etc</p> <p>Trip reports x 2 double pages.</p> <p>End of term Crit: - Peer assess / acting on feedback to act on over the summer.</p>	<p>N/A</p>
<p>Assessment Content and methods used to judge learning Assessment</p>	<p>EOY Assessments</p> <ul style="list-style-type: none"> <li>• Teacher assessment is made on new personal investigation project</li> </ul>	