

Design/Design & Technology/Food and Nutrition

Intent - What does my subject look like in each of the pathways?

Engage	Discovery	Develop	Deepen
Pupils will <u>engage</u> with a range of artistic mediums using a multisensory approach and start to indicate preferences.	Pupils will <u>discover</u> a range of artistic mediums and begin to indicate their preference e.g. choosing paint and showing enjoyment / displeasure.	Pupils will <u>develop</u> their understanding of communicating their ideas through art for a purpose e.g. I used red to draw a red car.	Pupils will <u>deepen</u> their understanding of choosing appropriate medium/techniques to share ideas e.g. creating a castle out of grey blocks and comment on their reasoning for this.

What does my subject look like in each of the pathways, for each of our drivers?

	Engage	Discovery	Develop	Deepen
Communication	Pupils will <u>communicate</u> their ideas using a variety of materials, colours and art tools. They will engage, explore and manipulate a range of mediums and multi-sensory stimulus e.g. paint, tissue paper, clay etc.	Pupils will <u>communicate</u> their ideas using a variety of materials, colours and art tools. They will explore, <u>discover</u> and manipulate a range of mediums and multi-sensory stimulus e.g. paint, tissue paper, clay etc.	Pupils will <u>communicate</u> their ideas about events and experiences and <u>develop</u> a range of practical artistic techniques e.g. colour or line representations, Sculpture, 3D form. etc.	Pupils will <u>communicate</u> their ideas about a range of artwork including that of famous artists. They will research an artist and produce their own representational work. This will <u>deepen</u> their artistic knowledge and understanding of art as an expressive process e.g. listening to 'The Four Seasons' and creating a Spring scene with materials.
Independence	Pupils will <u>independently</u> engage with an activity over a short period of time and will <u>engage</u> a range of tools and mediums for which they may have a preference e.g. independently explore an art stimulus like clay or paint.	Pupils will <u>independently</u> engage with an activity over a period of time and will <u>discover</u> a range of tools and mediums for which they may have a preference e.g. independently explore an art stimulus like clay or paint.	Pupils will <u>independently</u> think for themselves to <u>develop</u> their artistic understanding, to choose colour or technique to represent an object. E.g. comb painting to make grass look spiky or watery blue paint for the sea.	Pupils will <u>independently</u> investigate a range of artistic techniques by looking at examples from different eras and countries e.g. Batik, pointillism. This will <u>deepen</u> their knowledge and prompt them to independently decide on a technique and link it to a chosen theme whilst explaining their justification for choosing it.

Resilience	Pupils will actively engage and explore their immediate <u>community</u> . E.g. Engaging with interactive displays across the school and visiting different areas on site where there are opportunities to be creative e.g. painting and making music in the garden etc.	Pupils will actively explore and <u>discover</u> their immediate <u>community</u> . E.g. By remembering where the aprons are kept, engaging with interactive displays across the school and visiting different areas on site where there are opportunities to be creative e.g. painting and making music in the garden etc.	Pupils will <u>develop</u> their understanding of their environment and the local <u>community</u> e.g. looking at poppies on remembrance day at the local park and creating a poppy, visiting a local gallery and choosing a piece to recreate or having a go at painting/creating on location in a wood, by a river, a church etc.	Pupils will <u>deepen</u> their understanding and knowledge of the wider <u>community</u> and wider world, by recognising, researching and emulating a range of artists, designers and craft makers from the global community. With consideration given to Artists with disabilities e.g. (Old) Van Gogh, Francisco Goya, Paul Klee, Frida Kahlo, Michelangelo, Henri Matisse, (New) Yinka Shonibare, Nnena Kalu, Linda Bell, Stephen Wiltshire and Mariusz Kedzierski etc. For example pupils will use the internet, connect with other schools and visit a gallery, to research and recreate famous pieces of work.
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Implement - What does my subject look like in each of the Newman sites?

Whiston	Dinnington	NAR
All students are in EYFS, KS1 or KS2 and have weekly Art lessons. Children are taught in their class groups, and follow the appropriate outcomes for the curriculum pathway. Children are taught small steps so they are building their Art knowledge, skills and understanding in order to progress through the curriculum pathway they are on, or progress on to the next pathway. Art in EYFS and KS1 is likely to be taught through continuous provision activities and explicit lessons. Art in KS2 will be taught as specific subject lessons.	All students in KS3 (and some but not all KS4 students) will be accessing weekly Art lesson (usually equivalent to 1 to 2 hours per week). Students will generally be taught in their form groups. Students will be following an adapted form of the national curriculum. Students in KS4 and 5 do not study Art specifically unless accessing Art through the options carousel, continuing with an AQA unit award qualification and GCSE style projects.	The majority of students in KS3 will be accessing a weekly Art lesson. Some students may be accessing a bespoke curriculum and this may affect the subjects that they initially study. Students will be following an adapted form of the national curriculum. Students in KS4 and 5 study Art and Design and some students complete GCSE Art.

Curriculum Cycles

EYFS and KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<u>All about me!</u>	<u>Festivals and celebrations</u>	<u>Animals</u>	<u>Important people</u>	<u>Magic Carpet</u>	<u>Beside the sea</u>
Cycle A	All about me – who am I?	Autumn Harvest Festival	Pets and Caring	People who help us	Magic Carpet – Britain	Seaside
Cycle B	All about me – my senses/healthy me.	Colour - Christmas and Eid	Down on the Farm	Kings and Queens	Magic Carpet – Europe	Under the Sea
Cycle C	All about me – where can I go?	Light - Diwali and Bonfire Night	Walking in the Jungle	Superheroes	Magic Carpet – 7 Continents	Pirate Adventures

For children on Engage and Discover pathway in KS1:

EYFS Area of Learning	Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
	Listening, Attention and Understanding	Self Regulation	Gross Motor Skills	Comprehension	Number	Past and Present	Creating with materials
	-Experience discussion and small group work. -Explore what they have heard and ask questions. -Recall what they hear during small group work.	-Experience shared feelings and discussion. -Explore their feelings and those of others. -Recall instructions involving several actions.	-Experience movement. -Explore different ways to move energetically. -Recall some movements such as jumping. ELG: Explain how to	-Experience stories. -Explore key events in stories. -Recall some key events from stories. ELG: Explain what has been read to them by retelling stories and	-Experience number songs and rhymes. -Explore numbers. -Recall number bonds up to 5. ELG: Explain a deep understanding of number to 10, including the	-Experience stories and events that talk about the past. -Explore the past through sharing books and events. -Recall some facts about the lives of the people around them	-Experience experimenting with colour. -Explore a variety of materials and tools. -Recall a variety of materials, tools and techniques. ELG: Explain the

	ELG: Explain what they hear with relevant questions, comments and actions when being read to and during whole class discussions.	ELG: Explain understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	negotiate space and obstacles safely, with consideration for themselves and others.	narratives using their own words and recently introduced vocabulary.	composition of each number.	and their roles in society. ELG: Explain some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	process they have used to create something e.g. a model.
	Speaking	Managing Self	Fine Motor Skills	Word Reading	Numerical Patterns	People, Culture and Communities	Being Imaginative and Expressive
	-Experience shared stories. -Explore stories. -Recall some vocabulary from stories. ELG: Explain why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	-Experience rules and routines. -Explore the importance of healthy food. -Recall some rules. ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly.	-Experience mark making/use of small tools. -Explore mark making. -Recall some tools they have used e.g. paintbrush. ELG: Explain how to hold a pencil effectively, using the tripod grip.	-Experience sounds. -Explore sounds. -Recall some words consistent with their phonic knowledge. ELG: Explain/Say a sound for each letter in the alphabet and at least 10 digraphs.	-Experience patterns. -Explore patterns. -Recall some double facts. ELG: Explain the pattern of the counting system and verbally count beyond 20.	-Experience culture. -Explore people, culture and communities. -Recall similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	-Experience nursery rhymes and songs. -Explore nursery rhymes and songs. -Recall some nursery rhymes and songs. ELG: Explain and recount narratives and stories with peers and their teacher.
		Building Relationships		Writing		The Natural World	
		-Experience taking turns.		-Experience mark making.		-Experience the natural world.	

		<p>-Explore taking turns. -Recall some turn taking games. ELG: Explain how to work and play cooperatively and take turns with others.</p>		<p>-Explore mark making. -Recall some letters. ELG: Explain how to spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>		<p>-Explore the natural world. -Recall some similarities and differences between the natural world around them and contrasting environments. ELG: Explain some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
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KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Art - Drawing	Art – Painting	DT – Structures/mechanisms	Food and Nutrition	Art - Drawing	Art - Sculpture
Cycle A	Light and Dark	Colour	Structures	Food, Tools and Equipment	Collage	Making Shapes
	E: experience sensory aspects of different media with a focus on light and dark. E.g. Charcoal and Chalk	E: experience sensory aspects of colours using tools e.g. brushes, sponges, fingers	E: experience sensory aspects of structures e.g. building blocks or stackable cups	E: experience different, tastes, textures and smells associated food	E: experience sensory aspects of materials with varying colour and texture	E: experience sensory aspects of malleable materials. E.g. play dough, sand
	Di: Explores shading using different media to achieve a range of light and dark tones, black to white	Di: understand that when colours are mixed, new colours are created	Di: explore and create a simple structure using e.g. card, straws, paper and glue	Di: explore combining different tastes and texture E.g. Making custard from custard powder Investigate kitchen safety	Di: explore and name different collage materials e.g. paper, card, tissue paper, foil etc.	Di: manipulate malleable materials for a purpose. E.g. to make a basic product
	De: use a variety of tools and media to create different	De: recall primary and secondary colours and	De: recall how to strengthen, stiffen and reinforce your	De: recall kitchen safety rules and instructions on	De: use different materials e.g. paper. Tear and	De: recall and apply simple decoration

	designs related to light and dark	combinations	structure and create a simple stable structure e.g. a tower	how to use equipment safely	scrunch paper to create a simple collage	techniques e.g. impressed, applied and painted.
	D: Can convey tonal qualities well, showing good understanding of light and dark form and the effects of light on objects	D: create designs by selecting, creating and using colours appropriately	D: explain how to strengthen, stiffen and reinforce more complex structures and evaluate as a class	D: explain kitchen safety and learn how to prepare a simple salad	D: compose a final piece using collage, taking colour and textures into consideration	D: create patterns and textures in a malleable media and evaluate with others
Cycle B	Line	Printing	Mechanisms	Healthy Eating	Textiles	Nature
	E: experience sensory aspects of different media e.g. crayons, pencils and pens. to mark make	E: experience sensory aspects of printing using a tool to create repeating patterns	E: experience sensory aspects of a simple mechanisms e.g. friction car	E: experience sensory aspects of healthy foods	E: experience sensory aspects of unfamiliar/new textiles	E: experience sensory aspects of natural materials
	Di: experiment using different media, with a focus on line formation to create lines with varying tone	Di: explore a printing method to create patterns e.g. screen printing	Di: explore simple mechanisms in products e.g. gears and levers in a bike	Di: recognise healthy and unhealthy foods	Di: explore different types of textiles and e.g. practice simple Layering using a variety of materials etc.	Di: create 3D patterns and forms e.g. by using natural materials and mixed media
	De: experiment with different drawing techniques (E.g. Hatching and Cross Hatching)	De: use different printing methods to create repeating pattern designs	De: explore, create and use mechanisms e.g. levers and sliders	De: recall different food groups e.g. Healthy food plate	De: use and name a range of different Materials to overlap, layer and weave to create interesting effects	De: show an understanding of shape and form by using natural materials and mixed media to create a simple 3D form
	D: create a project	D: create a piece	D: explain how to	D: understand the	D: use a range of	D: Create, compare

	using a variety of drawing media including line and tone to represent an object	incorporating repeating patterns, using different tools and/or surfaces	use mechanical systems in products e.g. gears, pulleys, levers and sliders and create a product using a simple mechanism e.g. a pop-up card	principles of nutrition and health. Learn how to make a healthy drink. E.g. a Smoothie	fabrics and techniques to create a design and evaluate its success	and evaluate own 3D designs against your peers
Cycle C	Shape	Moods	Electricity and Electronics	Where our food comes from	Joining materials	Junk Modelling/Recycling
	E: experience sensory aspects of different media e.g. pastels to create simple irregular shapes	E: experience sensory aspects of painting using different types of music	E: experience buzzers and simple switches	E: experience sensory aspects of a variety of food	E: experience reactions to a variety of different materials e.g. sandpaper or silk etc.	E: experience aspects of a range of recycled and man-made materials
	Di: experiment with media and techniques to create different shapes	Di: experiment with paint to reflect feelings and moods	Di: explore simple circuits	Di: Discover where our food comes from and how it's grown, reared, caught and processed	Di: Investigate simple joining methods using glue/tape etc.	Di: experiment with joining recycled and man-made materials.
	De: Use a variety of media to create shapes with depth and dimension	De: recall and apply different techniques to convey mood	De: recall how to use electrical systems e.g. buzzers	De: Understand seasonality. Learn about unfamiliar foods and how to make a simple savoury dish	De: use joining techniques to create a simple design	De: design and make a model from a collection of recycled and man-made materials
	D: create and evaluate a, final piece of work with a focus on shape	D: recall and apply different techniques and paintbrush skills to convey mood and	D: explain how to use electrical systems in their products e.g. switches and bulbs	D: Plan and cook a savoury dish/dessert	D: design, make and evaluate a piece of work using different techniques,	D: design, plan and develop a sculpture using recycled and man-made materials. Evaluate

		evaluate their work			colours, textures and materials	as a class
Cycle D	Perspective	Colour and Weather	Design and Logos	World Food	Artists	Movement Art
	E: experience sensory aspects of different media e.g. pencils and felt-tips to create simple irregular shapes	E: experience sensory aspects of mixed media e.g. chalk pastels and wax crayons etc	E: experience the visual aspect of design and logos	E: experience sensory aspects of a variety of world food	E: experience reactions to a variety of different artists work	E: experience aspects of a range of movement e.g. body, nature, animals etc.
	Di: experiment with media and techniques to create 3D shapes and patterns	Di: experiment with mixed media to reflect weather	Di: explore different types of logos	Di: Discover where world food comes from and test different types of world food	Di: Investigate your favourite artists	Di: Investigate how movement is depicted in Art and create simple movement pictures
	De: Use a variety of media to create depth and dimension e.g. room	De: recall and apply different techniques to convey changes in weather	De: recall reasoning behind logo design	De: Understand demand for world food and research a simple recipe	De: use research of your favourite artist to create a piece of work in your chosen artists style	De: Research how movement is depicted in Art and create simple movement pictures
	D: create and evaluate a, final piece of work with a focus on 3D lettering	D: recall and apply different techniques and paintbrush skills to convey changes in weather and evaluate their work	D: explain how to logo design is influenced by customer needs. Design and evaluate your own logos	D: Plan and cook a simple world food dish	D: design, make and evaluate a piece of work in your chosen artists style	D: design, plan and develop a final piece that depicts movement. Evaluate as a class

KS3 Art and DT 2hrs per week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Art - Drawing	Art – Painting	DT – Structures/ Mechanisms/Electronics	Food and Nutrition	Art – Textiles and Collage	Art – 3D Form
Cycle A	Light and Dark	Colour	Structures	Kitchen Management/Food	Collage	Making shapes
	E: experience sensory aspects of different media, with a focus on light and dark. E.g. Charcoal and Chalk to make marks, lines and curves	E: experience sensory aspects of colours and a variety of tools e.g. brushes, sponges, fingers, objects	E: experience sensory and physical aspects of stackable objects e.g. building blocks or cups	E: experience different, tastes, textures and smells associated with food	E: experience sensory aspects of materials with varying colour and texture	E: experience sensory aspects of malleable materials. E.g. play dough, clay, papier Mache, sand
	Di: Explore a variety of different media to create simple light and dark designs	Di: explore different media colours and how colours can be changed	Di: explore different ways to cut, fold, join and construct simple structures	Di: explore changing and combining different tastes and texture using a variety of equipment safely E.g. Making custard from custard powder	Di: Investigate and name different types of material. Use collage to display ideas e.g. tearing and scrunching paper	Di: manipulate malleable materials for a purpose. E.g. to make a basic product – pot/tile
	De: Develop their use of the effect of light on objects and people from different directions	De: recall primary and secondary colours and combinations of these in the colour wheel	De: Use appropriate materials, tools and equipment to create a stable structure	De: recall and follow kitchen safety rules and instructions on how to use equipment safely	De: use different techniques, colours and textures to create a simple collage	De: recall and apply simple decoration techniques, impressed, painted, applied and carved.
	D: create a project based on light and dark, using a variety of drawing media,	D: create designs using shades, tints and blending of paints	D: explain how to strengthen and reinforce your structure using	D: explain kitchen safety and how to use a range of equipment safely.	D: compose a final piece using collage. Consider Colour and texture	D: create intricate patterns and textures in a malleable media.

	influenced by an artist		suitable techniques e.g. Triangulation. Design, make and evaluate your structure with class peers	Create a simple salad applying your knowledge of safe working practices	and analyse your choices	Analyse and evaluate your product with your peers
Cycle B	Line	Printing	Mechanisms	Healthy Eating	Textiles	Nature
	E: experience sensory aspects of different media with a focus on line formation and mark making. E.g. crayons, pencils and pens.	E: experience sensory aspects of printing using different tools to create repeat patterns	E: experience sensory aspects of technological toys with e.g. knobs, buttons, flaps and simple mechanisms e.g. activity cube or friction car	E: experience sensory aspects of healthy foods	E: experience sensory aspects of unfamiliar textiles	E: experience sensory aspects of natural materials used in art and sculpture
	Di: experiment with media to create lines with varying tone and density (grades)	Di: explore 2 different types of printing methods to create patterns e.g. screen printing, relief printing	Di: explore a variety of different mechanisms and their movement e.g. Levers, linkages, gears and cams (e.g. in a bike)	Di: recognise healthy and unhealthy foods and what is required for a varied diet	Di: explore different fabrics and forms of textiles e.g. layering, weaving and collage.	Di: create 3D patterns, images and forms e.g. by using natural materials and mixed media
	De: Experiment with different drawing techniques (Hatching, Cross Hatching, Stippling, Blending, Shading and Erasing	De: use different printing methods to create repeating pattern designs linked with an artist	De: recall types of movement created by a variety of mechanisms then design and make a product with a simple mechanism e.g. pop-up card	De: recall different food groups and healthy recommendations. E.g. Healthy food plate and 5 a day	De: Experiment with a variety of fabrics and designs. Apply decoration to textiles, e.g. buttons, feathers, sequins etc.	De: show an understanding of shape, space and form e.g. by using natural materials and mixed media, to create 3D form
	D: create a project using a variety of drawing media and compare their to work	D: create a piece using a self – designed printing tool and /or	D: Design and make an effective product, using your chosen Mechanism.	D: understand and apply the principles of a healthy and varied diet to	D: Use a range of fabrics and techniques to create a design	D: compare and evaluate own 3D designs against professional artists'

	of an artist	different surfaces	Analyse and evaluate the design with class peers	create a healthy drink e.g. a Smoothie	and evaluate its success	work e.g. James Brunt or Andy Goldsworthy
Cycle C	Shape	Moods	Electricity and Electronics	Where our food comes from	Joining materials	Junk Modelling
	E: experience sensory aspects of different media with a focus on 2D shape. E.g. pastels	E: experience sensory aspects of painting through mood based stimuli – E.G. music to show happy/sad moods	E: experience the sensory and cause and effect function of an electronic toy	E: experience sensory aspects of food and see where it comes from	E: experience reactions to a variety of different materials e.g. sandpaper or silk etc.	E: explore a range of recycled and man-made materials
	Di: experiment with media and techniques to create different shapes	Di: experiment with paint to reflect different moods	Di: explore how more advanced electrical and electronic systems can be powered and used in their products (e.g. circuits with heat, light, sound and movement as inputs and outputs)	Di: Know where and how a variety of ingredients are grown, reared, caught and processed. Prepare a simple dish e.g. sandwiches	Di: Investigate simple joining methods. Practice cutting and shaping materials using scissors or snips and join e.g. using glue or stitching etc.	Di: investigate and experiment with the construction and joining methods of recycled and man-made materials
	De: Use a variety of media to create shapes with depth, dimension and perspective	De: recall and apply different techniques and paintbrush skills to convey mood	De: Investigate simple electronic components and their function	De: Understand seasonality and explore unfamiliar foods. Create a simple savoury dish using different techniques	De: use a variety of techniques to join materials to create a simple design	De: design and make a model from a collection of recycled and man-made materials
	D: create, analyse and evaluate a final piece with a focus on shape	D: recall and apply different techniques and paintbrush skills to convey mood and	D: Program electronic products that respond to inputs (for example, sensors),	D: Plan, prepare and cook a savoury dish and dessert using a variety of techniques and	D: design, make, analyse and evaluate a piece of work using different	D: design, plan and develop a sculpture using recycled and man-made materials

		can analyse and evaluation theirs and others' work	and control outputs (for example, actuators), using programmable components (for example, microcontrollers)	ingredients	techniques, colours, textures and materials	and evaluate against your peers
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In Ks4 some students may be working towards a GCSE in Art and Design. Some students in KS4 will work towards AQA unit awards to accredit their learning. The Unit Award Scheme (UAS) is a unique way to record learner achievement. Its 'can do' approach is used to boost student confidence, engagement and motivation. See Table of Unit Awards covered below.

Flightpath

Focus area within the subject:

Year 1			
Engage	Discovery	Develop	Deepen
Pupils will <u>engage</u> with a range of artistic mediums using a multisensory approach and start to indicate preferences.	Pupils will <u>discover</u> a range of artistic mediums and begin to indicate their preference e.g. choosing paint independently	Pupils will <u>develop</u> their understanding of communicating their ideas through art for a purpose e.g. to recreate an artist's style. With consideration given to Artists with disabilities e.g. (Old) Van Gogh, Francisco Goya, Paul Klee, Frida Kahlo, Michelangelo, Henri Matisse, (New) Yinka Shonibare, Nnena Kalu, Linda Bell, Stephen Wiltshire and Mariusz Kedzierski etc.	Pupils will <u>deepen</u> their understanding of choosing appropriate medium/techniques to share ideas e.g. Researching 3 given Artists and practising their style of Art. With consideration given to Artists with disabilities e.g. (Old) Van Gogh, Francisco Goya, Paul Klee, Frida Kahlo, Michelangelo, Henri Matisse, (New) Yinka Shonibare, Nnena Kalu, Linda Bell, Stephen Wiltshire and Mariusz Kedzierski etc.

Year 2			
Engage	Discovery	Develop	Deepen
Pupils will <u>engage</u> with a range of artistic mediums using a multisensory approach and start to indicate preferences.	Pupils will <u>discover</u> a range of artistic mediums and begin to indicate their preference e.g. choosing paint independently. Sharing ideas.	Pupils will <u>develop</u> their understanding of communicating their ideas through art for a purpose e.g. to recreating 3 artist's style. With consideration given to Artists with disabilities e.g. (Old) Van Gogh, Francisco Goya, Paul Klee, Frida Kahlo, Michelangelo, Henri Matisse, (New) Yinka Shonibare, Nnena Kalu, Linda Bell, Stephen Wiltshire and Mariusz Kedzierski etc.	Pupils will <u>deepen</u> their understanding of choosing appropriate medium/techniques to share ideas e.g. Create project work on their interpretation of 3 chosen Artists. With consideration given to Artists with disabilities e.g. (Old) Van Gogh, Francisco Goya, Paul Klee, Frida Kahlo, Michelangelo, Henri Matisse, (New) Yinka Shonibare, Nnena Kalu, Linda Bell, Stephen Wiltshire and Mariusz Kedzierski etc.

AQA Unit Awards	GCSE (WJEC)
	AO1 Critical Understanding Develop

<p>AQA – 115089 – Introduction to Art AQA – 115091 - Drawing and Colouring in a Cartoon, Pre-Entry Level AQA – 115259 – Art Experimental Drawing, Entry Level AQA – 74778 – Using a Range of Drawing Materials in a Sketchbook, Entry Level AQA – 93368 - Basic Art skills, Perspective, Entry Level AQA – 111695 - Art: Taking a Line for a Walk, Entry Level AQA – 71675 - Producing a Manga Style portrait, Entry Level AQA – 73312 - Designing Graphics for a Skateboard, Entry Level AQA – 98476 – Art (Unit 1) Pencil Drawing, Entry Level AQA – CE7112 – Tonal Drawing, Entry Level AQA – 74763 – Direct Observational Drawing, Entry Level AQA – 73508 – Introduction to Drawing Skills, Entry Level AQA – 74777- Developing a Painting or Drawing of a Landscape, Entry Level AQA – 105737 – Designing a Logo, Entry L1 AQA – 117150 – Creating Art Based on Research of a Still Life Artist, Entry L1 AQA – 112999 – Drawing: Exploring Techniques, Entry L2</p>	<p>ideas through investigations, demonstrating critical understanding of sources.</p> <p>A02 Creative Making Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A03 Reflective Recording Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>A04 Personal Presentation Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
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GCSE Art

Year 1 – Project 1
Deepen The project choice is made from a list of 10 provided by teacher
<p>Unit 1: Portfolio 60% of qualification: 120 marks</p> <ul style="list-style-type: none"> • This unit comprises a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points. • Work undertaken within the unit will be internally set, internally assessed and externally moderated. • Work will be selected, evaluated and presented for assessment by the student. • Evidence is required of how the student has met each of the assessment objectives.

- No time limit: At Newman we begin in September and Project 1 is completed by May – Students then do skills and preparation for project 2.

Year 2 – Project 2 10 hour period of sustained focus work for final piece

Deepen

The project choice is made from a list of 30 provided by exam board in January

Unit 2: Externally Set Assignment

40% of qualification: 80 marks

The Externally Set Assignment consists of two parts:

Part 1: Preparatory study period

- Externally Set Assignment materials set by WJEC are to be released to the students no earlier than 2 January (in the calendar year in which the assessment is to be taken) and will consist of assignments based on themes, visual stimuli and written briefs, which are to be presented to the student at the start of the preparatory study period.
- One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response.
- Responses are developed during the preparatory study period. They should take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student's ideas in the 10 hours sustained focus study.
- The start of the preparatory study period is defined as the date upon which the externally set assignment materials are presented to the student. The preparatory study period may commence on or after 2 January. The preparatory study period finishes upon commencement of the sustained focus work.
- Start and finish dates of the preparatory study period to be determined by the centre, taking into account the May deadline for the submission of internally assessed marks to WJEC.

Part 2: 10 hour period of sustained focus work*

- The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work.
- The period of sustained focus work must be completed under supervised conditions.
- Centres determine the scheduling of the supervised sustained focus sessions, taking into account the May deadline for the submission of internally assessed marks to WJEC.
- Work will be selected, evaluated and presented for assessment by the student.
- The Externally Set Assignment will be set by WJEC, assessed by the teacher and externally moderated.

- Both the preparatory work and sustained focus work will be assessed together using the assessment objectives

Students in KS5 do not continue to study Art and Design and Design Technology as separate lessons but can choose a creative option of Art and Wellbeing during Friday afternoon Creative Choice if this is something this wish to pursue further.

Impact – How are children achieving in each of the pathways? How do you know, quantitative and qualitative? What actions are you taking as a result of the analysis? How are you ensuring that staff have the subject knowledge to teach your subject?

Engage	Discovery	Develop	Deepen
<p>Pupils are not formally assessed in Art. Most pupils should make progress which is good to outstanding for them.</p> <p>Evidence will be collated in subject work books and annotated to reflect progress against specific learning outcomes. Feedback will be provided and further work</p>	<p>Pupils are not formally assessed in Art. Most pupils should make progress which is good to outstanding for them.</p> <p>Evidence will be collated in subject work books and annotated to reflect progress against specific learning outcomes. Feedback will be provided and further work undertaken, to secure learning, where necessary.</p>	<p>Pupils are not formally assessed in Art. Most pupils should make progress which is good to outstanding for them.</p> <p>Evidence will be collated in subject work books and annotated to reflect progress against specific learning outcomes. Feedback will be provided and further work undertaken, to secure learning, where necessary.</p>	<p>Pupils are not formally assessed in Art at Dinnington. Most pupils should make progress which is good to outstanding for them. However some students are assessed for GCSE at KS5.</p> <p>Evidence will be collated in subject work books and annotated to reflect progress against specific learning outcomes. Feedback will be provided</p>

<p>undertaken, to secure learning, where necessary.</p> <p>Pupils will be observed by the Art Lead termly.</p> <p>CPD needs will be identified and facilitated by the Art Lead.</p>	<p>Pupils will be observed by the Art Lead termly.</p> <p>CPD needs will be identified and facilitated by the Art Lead.</p>	<p>Pupils will be observed by the Art Lead termly.</p> <p>CPD needs will be identified and facilitated by the Art Lead.</p>	<p>and further work undertaken, to secure learning, where necessary.</p> <p>Pupils will be observed by the Art Lead termly.</p> <p>CPD needs will be identified and facilitated by the Art Lead.</p>
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