

Leadership absolutes

Clear purpose linked to SIP | High expectations and aspirations | Effective and timely communication | PD needs are met | Culture building

Jan 11th – February 12th – Remote Learning, Assessment and Feedback

Subject Area ___ Creative Arts - Art _____

Year Group	Explicitly what topics will be taught up to Feb Half term	How will you assess this half terms learning?	What feedback will students receive?	How do you intend to communicate this explicitly to students and parents?
Year 7	Tonal Perspective – Tonal building drawing 1 and 2 point perspective – with 1 point perspective test.	Test piece assessed formally – assessment grid.	Verbal feedback. Written comment and E/D/S/M grade.	Verbal feedback. Copy of the comment and E/D/S/M grade.
Year 8	Mexican Day of the Dead a) Tonal skeleton puppet b) Decorated mask with patterns in style of Thaneeya McArdle Start of the Bugs project a) Drawing of a bug	Final piece for project so formal assessment piece = Assessment grid	Verbal feedback. Written comment and E/D/S/M grade.	Verbal feedback. Copy of the comment and E/D/S/M grade.
Year 9	Body Adornment a) Sailor Jerry presentation b) Student's own tattoo design c) Tonal drawing of a torso d) Drawing of a torso with the student's design added.	Final piece for project so formal assessment piece = Assessment grid	Verbal feedback. Written comment and E/D/S/M grade.	Verbal feedback. Copy of the comment and E/D/S/M grade.
Year 10	Mark Schwartz Shoe Project 1) Tonal drawing of a shoe from a photograph 2) Colour painting/tonal drawing of a shoe from a photograph. 3) Written analysis of a a Mark Schwartz shoe painting. 4) Experimentations with food colouring, coffee, paint, ink. 5) Development of drawings into a Mark Schwartz style shoe design stretched- one single shoe and a pair - with Colour added in the style of Mark Schwartz using: food colouring, coffee, paint, ink or even pencil crayon. Start of Portraiture a) Tonal drawings of features	a) Mark for drawings using GCSE criteria AO3 b) Mark for experimentation and development using GCSE criteria AO1/2	Verbal feedback during lessons. Written comments whenever work is sent in. Formal comment/ grade for a) Drawing AO3 b) Development AO1/2	Verbal feedback. Copy of the comment and mark/grade for each AO

Building relationships | Breaking the cycle | Planning for Everyone | Managing Emotions

Confident communicators | Knowledgeable and Expert Learners | Committed Community Contributors | Future-ready Learners

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	b) Grid drawing of a face			
Year 11	Personal Project - Coursework a) Further observational drawings where needed. b) Development of own drawings using different techniques.	a) Mark for drawings using GCSE criteria AO3 b) Mark for experimentation and development using GCSE criteria AO1/2	Verbal feedback during lessons. Mark/grade for a) Drawing AO3 b) Development AO1/2	Verbal feedback. Copy of the comment and mark/grade for each AO
Year 12	Figure Drawing Mock Personal Investigation a) Observational drawings b) Sketchbook collages of photographs.	a) Mark for drawings using A level criteria AO1	Verbal feedback during lessons. Mark/grade for a) Drawing AO3	Verbal feedback. Copy of the comment and mark/grade for each AO
Year 13	Personal Investigation – Coursework a) Development of own drawings using different techniques linking to the artists studied and the students' own project.	Mark for experimentation and development using A Level criteria AO1/2	Verbal feedback during lessons. Mark/grade for a) Development AO1/ AO2	Verbal feedback. Copy of the comment and mark/grade for each AO