

YEAR 11, Externally Set Assignment, ART DEPARTMENT

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> Externally set assignment phase Year 11 Term 2 Externally set assignment (ESA) papers are available to students and teachers from 2 January. A preparatory period is followed by 10 hours of supervised, unaided work in which students are required to realise their intentions. Teachers introduce and discuss all of the starting points with the students. Students choose the starting point they wish to develop. Make students aware that: they can use their own sources as well as those suggested in their starting point. They need to evidence their creative journey in the preparatory between sessions and once the supervised time is completed, students may not add to or amend their preparatory work. Preparatory work must be stored by the school under secure conditions between sessions and after the completion of the supervised time. 	<ul style="list-style-type: none"> <i>Students select one from four possible starting points on the paper.</i> <i>Teachers introduce and discuss all of the starting points with the students.</i> <i>Students choose the starting point they wish to develop. Make students aware that: they can use their own sources as well as those suggested in their starting point. They need to evidence their creative journey in the preparatory work , which should show the development, refinement and recording of ideas.</i> <i>Preparatory work can be presented in any suitable format there is no restriction on the scale of work, media or materials used students need to demonstrate their ability to work independently , under supervised conditions , as they progress their ideas to the realisation of intentions drawing and</i> 	<p><i>Links to exam scheme-</i></p> <p>AO1 AO2 AO3 AO4</p>

<ul style="list-style-type: none"> Preparatory work must be available to students throughout the 10 hours of supervised time. All four Assessment Objectives must be evidenced. All work completed during the 10 hour supervised sessions must be clearly labelled as such. 	<p><i>written annotation must be evidenced in the final submission for this component.</i></p>	
Challenge and Support:	World wide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> The opportunity to challenge one's self and develop creative skills is vast within this Exam. The gcse art scheme is so varied, and gives every student from HPA to LPA an opportunity to respond in a personal and stretched manner. Students will be stretched through the development of their visual skills and independent learning. Exemplar examples of final works and sketchbooks from previous students are used to teach how grades are awarded and to give ideas on presentation, content and expected levels of presentation. 	<ul style="list-style-type: none"> <i>The paper will highlight a wide range of contemporary artists/designers/and crafts people to research.</i> 	<ul style="list-style-type: none"> All of the artists highlighted give a wealth of connections to cultural capital. However, throughout there will be links with industry through 'bit sized' videos of 'day in the life of.' This helps to give a wider knowledge of the potential career path. https://en-gb.padlet.com/Empowercareers/hy9vh3qeishlm052
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:

<ul style="list-style-type: none"> Throughout this scheme each artist, material and technique, support to develop historical creative knowledge. Each artist offers their own personal insight into cultural connections, moral and spiritual topics. 	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <i>Opportunities to develop numeracy?</i> <i>Opportunities to promote reading aloud?</i> <i>Opportunities for extended writing?</i> 	<ul style="list-style-type: none"> Students are urged to use their sketchbooks as a 'working document' where their thoughts and feelings are expressed. Sketchbooks do not have to be impeccable articles, but they do need to communicate a creative journey.
Assessment timeline:		
<ul style="list-style-type: none"> <i>Externally Set Assignment (term 2 Jan to April/May)</i> <i>Exam 10hrs (April/May)</i> 		
Home learning		
<ul style="list-style-type: none"> <i>Spring term 2: ESA Artist research EXAM PREPARATION- SKETCHBOOK DEVELOPMENT</i> <i>Continually development and investigation into the exam paper.</i> 		
Feedback		
<ul style="list-style-type: none"> Feedback 4 as per document Self / peer and teacher assessment EDSM, Oral feedback given each lesson 		

EDEXCEL International GCSE Art & Design Assessment Objectives	Limited			Basic			Emerging Competent			Competent & Consistent			Confident & Assured			Exceptional		
	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
AO1 Develop ideas through investigations, demonstrating critical understanding of sources	<ul style="list-style-type: none"> Development of ideas through investigations shows limited ability. The investigation process shows limited critical understanding of the context of own ideas and the sources that have informed them. Attempts are made to analyse and make connections. 			<ul style="list-style-type: none"> Development of ideas through investigations shows basic ability. The investigation process shows basic critical understanding of the context of own ideas and the sources that have informed them. Some understanding of some issues when analysing and making connections. 			<ul style="list-style-type: none"> Development of ideas through investigations shows sound ability. The investigation process shows sound critical understanding of the context of own ideas and the sources that have informed them. Some consideration of issues shown when analysing and making connections. 			<ul style="list-style-type: none"> Development of ideas through investigations shows competent ability. The investigation process shows competent critical understanding of the context of own ideas and the sources that have informed them. Good judgements shown when analysing and making connections. 			<ul style="list-style-type: none"> Development of ideas through investigations shows fluent ability. The investigation process shows fluent critical understanding of the context of own ideas and the sources that have informed them. Understanding of complex issues, heightened analysis, informed connections. 			<ul style="list-style-type: none"> Development of ideas through investigations shows exceptional ability, begins to work beyond the expectations for this level. The investigation process shows exceptional critical understanding of the context of own ideas and the sources that have informed them. Outstanding analysis and connections. 		
AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	<ul style="list-style-type: none"> Limited ability to refine work, driven by insights gained through exploration of ideas and reflection. Ideas are consolidated too early and not fully realised. Limited ability to explore ideas through a process of experimentation and review. Limited ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions, use of media and processes is laboured. 			<ul style="list-style-type: none"> Basic ability to refine work, driven by insights gained through exploration of ideas and reflection. Basic ability to explore ideas through a process of experimentation and review. Basic ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions, use of media and processes lacks subtlety or sensitivity. 			<ul style="list-style-type: none"> Sound ability to refine work, driven by insights gained through exploration of ideas and reflection. Sound ability to explore ideas through a process of experimentation and review. Sound ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions methodical use of media and processes. 			<ul style="list-style-type: none"> Competent ability to refine work, driven by insights gained through exploration of ideas and reflection. Competent ability to explore ideas through a process of experimentation and review. Competent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions, good use of media and processes. 			<ul style="list-style-type: none"> Fluent ability to refine work, driven by insights gained through exploration of ideas and reflection. Fluent and assured ability to explore ideas through a process of experimentation and review. Fluent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions, excellent command of media and processes. 			<ul style="list-style-type: none"> Exceptional ability to refine work, informed by insights gained through exploring and reflecting on ideas. Exceptional ability to explore ideas through a process of experimentation and review. Exceptional ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions, begins to exceed expectations for this level. 		
AO3 Record ideas, observations and insights relevant to intentions as work progresses	<ul style="list-style-type: none"> Limited ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Limited ability to record relevant to intentions. Limited use of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> Basic ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Basic ability to record relevant to intentions. Basic use of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> Sound ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Sound ability to record relevant to intentions. Consistent use of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> Competent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Competent ability to record relevant to intentions. Perceptive command of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> Fluent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Fluent ability to record relevant to intentions. Proficient use of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> Exceptional ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Exceptional ability to record relevant to intentions. Working beyond the expected level of skills and techniques while recording from observation, experience and ideas. 		
AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	<ul style="list-style-type: none"> Limited ability to produce a personal and meaningful response. Limited ability to realise intentions. Realisations demonstrate limited understanding of visual language through application of formal elements. Little appreciation of aesthetic consideration in personal style. 			<ul style="list-style-type: none"> Basic ability to produce a personal and meaningful response with a tendency to repeat ideas. Basic ability to realise intentions. Realisations demonstrate basic understanding of visual language through application of formal elements. A lack of technical competency frustrates personal style. 			<ul style="list-style-type: none"> Sound ability to produce a personal and meaningful response. Sound ability to realise intentions. Realisations demonstrate emerging competence in understanding of visual language through application of formal elements demonstrating methodical personal style. 			<ul style="list-style-type: none"> Competent ability to produce a personal and meaningful response. Competent ability to realise intentions. Realisations demonstrate competent understanding of visual language through application of formal elements demonstrating imaginative personal style. 			<ul style="list-style-type: none"> Fluent ability to produce a personal and meaningful response. Fluent ability to realise intentions. Realisations demonstrate fluent understanding of visual language through application of formal elements demonstrating independence and exciting personal style. 			<ul style="list-style-type: none"> Exceptional ability to produce a personal and meaningful response. Exceptional ability to realise intentions. Realisations demonstrate exceptional understanding of visual language through application of formal elements, begins to exceed the expectations for this level. 		

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Autumn 1							Autumn 2								Spring 1						Spring 2					Summer 1					Summer 2							
EDIBLE (MOCK EXAM) Coursework															ESA (Externally Set Assignment)																							