

Week	Topic –  Assessment Objective Met	Assessment Objective <b>AQA Fine Art GCSE</b>	Learning outcomes (Differentiated) <b>Candidates will:</b>	Methods	Resources	Formative Assessment Methods	Literacy	Numeracy	<b>PEER, SELF, TEACHER ASSESSMENT FEEDBACK</b>
1	Creative brainstorming <b>(AO1)</b> <b>(AO3)</b> <b>(AO4)</b>	Have an understanding of what the topic title	<ul style="list-style-type: none"> <li>I can list ideas that relate to .....</li> <li>I can use images and text to explain the term .....</li> <li>I can explore the term .....</li> </ul> in a creative manor	Introduction of study of .....	Students choice	Self assessment  Learning Tree – Post its	<b>Scanning and Skimming</b> -Practice scanning and skimming a variety of texts -Understand how to retrieve information from tables, charts and diagrams -Textual presentation – headings, sub-headings <b>Summarising</b> -Reciting information found in texts in own words <b>Point of view,</b> implicit meaning and/or bias -What is the writer's bias? -How is bias demonstrated? <b>Sequencing</b> In Art the sequence of a practical process is vital and may be done as a starter or instant engager activity; students predict the order of a process placing them into numerical order or into a circle of events if the process has to be repeated. Facts might be arranged in numerical or alphabetical order and students need to recognize the signals to follow the order.		
2	<b>(AO1)</b> <b>(AO4)</b>	Development and annotation	<ul style="list-style-type: none"> <li>I can competently present an imaginative, personal, informed and meaningful response when realising intentions</li> <li>I show a highly developed ability to demonstrate critical understanding</li> </ul>	Create personal learning outcomes Personal response to artist work/method learnt Evaluation of technique/artist Evaluation and justification of personal response	Students choice <a href="http://www.art2day.com">www.art2day.com</a>	Peer assessment  Verbal feedback and note taking			
3	<b>(AO1)</b> <b>(AO2)</b>	Explore the method/artist suitable for topic title and students	<ul style="list-style-type: none"> <li>I can select key facts from the information found</li> <li>I can evaluate the information found</li> <li>I can demonstrate the process</li> <li>I can recall the stages of the process</li> <li>I can evaluate the process</li> </ul>	Online research of technique and artists Selection of images and information Evaluation of research Teacher demonstration of technique Video running of technique throughout the lesson Note taking of processes Recreating technique Exploring the method Evaluation of process	Teacher selects materials for taught practical	Teacher assessment			
4	<b>(AO1)</b> <b>(AO2)</b> <b>(AO3)</b>	Development and annotation	<ul style="list-style-type: none"> <li>I can competently present an imaginative, personal,</li> </ul>	Create personal learning outcomes Personal response to artist work/method learnt	Students choice	Self assessment – sharing with others	Brainstorming (topic webs/word webs)		

	(AO4)		<p>informed and meaningful response when realising intentions</p> <ul style="list-style-type: none"> <li>I show a highly developed ability to demonstrate critical understanding</li> </ul>	<p>Evaluation of technique/artist Evaluation and justification of personal response</p>			<p>Why? This activity stimulates further ideas and more details can be added and provide teachers a chance to introduce technical vocabulary which will be relevant and timely.</p>		
5	(AO1) (AO2)	Explore the method/artist suitable for topic title and students	<ul style="list-style-type: none"> <li>I can select key facts from the information found</li> <li>I can evaluate the information found</li> <li>I can demonstrate the process</li> <li>I can recall the stages of the process</li> <li>I can evaluate the process</li> </ul>	<p>Online research of technique and artists Selection of images and information Evaluation of research Teacher demonstration of technique Video running of technique throughout the lesson Note taking of processes Recreating technique Exploring the method Evaluation of process</p>	Teacher selects materials for taught practical	Peer assessment Green and orange pens	<p>Why? Language and thought are intimately linked and students' cognitive development depends a lot on the forms and context of language which they have encountered and used. All pupils should have the opportunity to think and express their ideas.</p>		
6	(AO1) (AO2) (AO3) (AO4)	Development and annotation	<ul style="list-style-type: none"> <li>I can competently present an imaginative, personal, informed and meaningful response when realising intentions</li> <li>I show a highly developed ability to demonstrate critical understanding</li> </ul>	<p>Create personal learning outcomes Personal response to artist work/method learnt Evaluation of technique/artist Evaluation and justification of personal response</p>	Students choice	Teacher assessment			
7	(AO2)	Consolidate and Refine	<ul style="list-style-type: none"> <li>I can developed ability to effectively develop and creatively explore ideas</li> <li>I have the ability to thoughtfully refine ideas</li> </ul>	<p>Create personal learning outcomes</p> <ul style="list-style-type: none"> <li>Identify areas for improvement</li> <li>Response to marking</li> <li>Identify individual areas missing</li> </ul>	Students choice	Self assessment Learning Tree			

8	(AO1) (AO2)	Explore the method/artist suitable for topic title and students	<ul style="list-style-type: none"> <li>I can select key facts from the information found</li> <li>I can evaluate the information found</li> <li>I can demonstrate the process</li> <li>I can recall the stages of the process</li> <li>I can evaluate the process</li> </ul>	Online research of technique and artists Selection of images and information Evaluation of research Teacher demonstration of technique Video running of technique throughout the lesson Note taking of processes Recreating technique Exploring the method Evaluation of process	Teacher selects materials for taught practical	Peer assessment Verbal feedback and not taking			
9	(AO2) (AO3) (AO4)	Development and annotation	<ul style="list-style-type: none"> <li>I can competently present an imaginative, personal, informed and meaningful response when realising intentions</li> <li>I show a highly developed ability to demonstrate critical understanding</li> </ul>	Create personal learning outcomes Personal response to artist work/method learnt Evaluation of technique/artist Evaluation and justification of personal response	Students choice	Teacher assessment			
10	(AO1) (AO2)	Explore the method/artist suitable for topic title and students	<ul style="list-style-type: none"> <li>I can select key facts from the information found</li> <li>I can evaluate the information found</li> <li>I can demonstrate the process</li> <li>I can recall the stages of the process</li> <li>I can evaluate the process</li> </ul>	Online research of technique and artists Selection of images and information Evaluation of research Teacher demonstration of technique Video running of technique throughout the lesson Note taking of processes Recreating technique Exploring the method Evaluation of process	Teacher selects materials for taught practical	Self assessment - Sharing with others			
11	(AO1) (AO3) (AO4)	Development and annotation	<ul style="list-style-type: none"> <li>I can competently present an imaginative, personal, informed and meaningful response when realising intentions</li> <li>I show a highly</li> </ul>	Create personal learning outcomes Personal response to artist work/method learnt Evaluation of technique/artist Evaluation and justification of personal response	Students choice	Peer assessment Green and orange pen			

			developed ability to demonstrate critical understanding					
12	(AO1) (AO2)	Explore the method/artist suitable for topic title and students	<ul style="list-style-type: none"> <li>I can select key facts from the information found</li> <li>I can evaluate the information found</li> <li>I can demonstrate the process</li> <li>I can recall the stages of the process</li> <li>I can evaluate the process</li> </ul>	Online research of technique and artists Selection of images and information Evaluation of research Teacher demonstration of technique Video running of technique throughout the lesson Note taking of processes Recreating technique Exploring the method Evaluation of process	Teacher selects materials for taught practical	Teacher assessment		
13	(AO1) (AO3)	Development and annotation	<ul style="list-style-type: none"> <li>I can competently present an imaginative, personal, informed and meaningful response when realising intentions</li> <li>I show a highly developed ability to demonstrate critical understanding</li> </ul>	Create personal learning outcomes Personal response to artist work/method learnt Evaluation of technique/artist Evaluation and justification of personal response	Students choice	Self assessment Learning Tree		
14	(AO1) (AO2) (AO3) (AO4)	Consolidate and Refine	<ul style="list-style-type: none"> <li>I can developed ability to effectively develop and creatively explore ideas</li> <li>I have the ability to thoughtfully refine ideas</li> </ul>	Create personal learning outcomes <ul style="list-style-type: none"> <li>Identify areas for improvement</li> <li>Response to marking</li> <li>Identify individual areas missing</li> </ul>	Student choice	Peer assessment Verbal feedback and note taking		
15	(AO1) (AO2)	Explore the method/artist suitable for topic title and students	<ul style="list-style-type: none"> <li>I can select key facts from the information found</li> <li>I can evaluate the information found</li> </ul>	Online research of technique and artists Selection of images and information Evaluation of research Teacher demonstration of	Teacher selects materials for taught practical	Teacher assessment		

			<ul style="list-style-type: none"> <li>I can demonstrate the process</li> <li>I can recall the stages of the process</li> <li>I can evaluate the process</li> </ul>	technique Video running of technique throughout the lesson Note taking of processes Recreating technique Exploring the method Evaluation of process					
16	(AO1)	Development and annotation	<ul style="list-style-type: none"> <li>I can competently present an imaginative, personal, informed and meaningful response when realising intentions</li> <li>I show a highly developed ability to demonstrate critical understanding</li> </ul>	Create personal learning outcomes Personal response to artist work/method learnt Evaluation of technique/artist Evaluation and justification of personal response	Students choice	Self assessment - Sharing with others			
17	(AO3)	Resolution – Planning compositions	<ul style="list-style-type: none"> <li>I can competently present an imaginative, personal, informed and meaningful response when realising intentions</li> <li>I show a highly developed ability to demonstrate critical understanding</li> </ul>	Create personal learning outcomes Personal response to artist work/method learnt Evaluation and justification of personal response	Students choice	Teacher assessment			
18	(AO3)	Resolution – planning a final piece for exam	<ul style="list-style-type: none"> <li>I can competently present an imaginative, personal, informed and meaningful response when realising intentions</li> <li>I show a highly developed ability to demonstrate critical understanding</li> </ul>	Create personal learning outcomes Personal response to artist work/method learnt Evaluation and justification of personal response	Students choice	Teacher assessment			

19	(AO3)	Final Piece practice	<ul style="list-style-type: none"> <li>I can competently present an imaginative, personal and meaningful response when realising intentions</li> <li>I show a highly developed ability to demonstrate critical understanding</li> </ul>	Create personal learning outcomes Personal response to artist work/method learnt					
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***What I Believe about Art:***

*"Talent" is basically a myth. I believe that sensitivity, inspiration, hard work and conviction are much more important in producing quality work.*

- *Being original really means being/becoming yourself.*
- *There is no limit to what can be learned - it is a life-long process.*
- *There are as many viewpoints in art as there are human beings.*
  - *There is no one, right way to make art.*
  - *The entire universe is potential subject matter for art.*
    - *Art is a process, not a product.*
- *Learning art is learning a new language, a visual language, where the vocabulary consists of colours, forms, marks, and other visual elements.*
- *Art is not a place for fear, but rather, freedom. It is one of the few things we can do that cannot hurt anyone.*
  - *The experience of making art is a creative (as opposed to destructive) process. At its best, we lose ourselves, become absorbed, unself-conscious.*
- *Art needs to be more than "just visual." It needs ideas, feelings - and meaning.*

<p><b>Assessment Objective 1</b> Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding. <b>Candidates evidence:</b></p>	<p><b>Assessment Objective 2</b> Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. <b>Candidates evidence:</b></p>	<p><b>Assessment Objective 3</b> Record ideas, observations and insights relevant to their intentions in visual and/or other forms. <b>Candidates evidence:</b></p>	<p><b>Assessment Objective 4</b> Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements. <b>Candidates evidence:</b></p>
<p><b>13–16 GRADE; B/C</b> A consistent ability to effectively develop and explore ideas through investigations purposefully informed by contextual and other sources.  A consistent ability to demonstrate analytical and cultural understanding</p>	<p><b>13–16 GRADE; B/C</b> A consistent ability to thoughtfully refine ideas through purposeful experimentation and selection of appropriate resources, media, materials, techniques and processes as their work progresses</p>	<p><b>13–16 GRADE; B/C</b> A consistent ability to skilfully record ideas, observations and insights relevant to intentions in visual and/or other forms. Written communication to record ideas, where appropriate, is clear and coherent.</p>	<p><b>13–16 GRADE; B/C</b> A consistent ability to competently present a personal, informed and meaningful response when realising intentions. A consistent ability to demonstrate critical understanding and where appropriate, make perceptive connections between visual, written, oral or other elements.</p>
<p><b>17–20 GRADE A*A</b> A highly developed ability to effectively develop and creatively explore ideas through investigations informed by contextual and other sources. A confident and highly developed ability to demonstrate analytical and cultural understanding.</p>	<p><b>17–20 GRADE A*A</b> A highly developed ability to thoughtfully refine ideas through purposeful and discriminating experimentation and selection of appropriate resources, media, materials, techniques and processes as their work progresses.</p>	<p><b>17–20 GRADE A*A</b> A highly developed ability to fluently and skilfully record ideas, observations and insights relevant to intentions in visual and/or other forms. Written communication to record ideas, where appropriate, is fluent and accurate.</p>	<p><b>17–20 GRADE A*A</b> A highly developed ability to competently present an imaginative, personal, informed and meaningful response when realising intentions. A highly developed ability to demonstrate critical understanding and where appropriate, make perceptive and discriminating connections between visual, written, oral or other elements.</p>

**Once you have stuck an image or piece of work into your sketchbook follow these 4 simple steps to guarantee the best possible marks for annotation.**

1. Say why you have put it in your sketchbook
2. Say how you think it can help you to make progress with your project
3. Say how your image links to other images in your project
4. Use technical terms as often as you can, (see glossary) TALK ABOUT..... the formal elements: (lines, shapes, tones, colours, textures, patterns, in your images) THINK..... Is there anything in your images / work that is fascinating or that you are pleased with and can develop further? EXPLAIN how your experimentation with materials and techniques or examination of an artist has helped you to move your project forward. SAY what you are going to do next and why?

**This glossary is produced to give you some technical terms that will help you to express your ideas and to understand the work of artists. Remember using technical terms will get you extra marks!**

### Composition

(A work of art and it's pieces)

Foreground front  
 Background back  
 Midground middle  
 Perspective smaller in distance  
 Distorted changed/unusual  
 Ground painting surface  
 Harmonious feel calm  
 Discord not calm  
 Rythmn musical  
 Abstract non figurative  
 Landscape sideways / outside  
 Portrait upright / faces

### Line

(Lines in a work of art)

Convoluting twisting  
 Converging coming together  
 Interwoven under & over  
 Broken bits  
 Chevron tractor tracks  
 Spiral helter-skelter  
 Helix helter-skelter  
 Hatched short diagonal lines  
 Dotted dots  
 Pointillist dots  
 Fast thinner / striking  
 Slow thicker / rough

### Texture

(Way things feel or appear to feel)

Metallic like metal  
 Enamel like teeth  
 Grated like grated cheese  
 Impasto thick paint  
 Aggregate crumble  
 Abrasive rough  
 Gloss shiny  
 Matt not shiny  
 Aqualine watery  
 Pearl smooth like pearls  
 Rough not smooth  
 Smooth like glass



## Stevie Gamble

Still life objects / fruit bowl  
Simple not much in it  
Confused too much in it  
Figurative human form / objects  
Golden section measured / balanced  
Elements parts of pictures  
Juxtaposition next to each other  
Triptych three pictures in a row  
Diptych two pictures in a row  
Religious Christian, Islamic etc.

### Markmaking Tone Form (The marks used by the artist and you)

Stippling stab with brush  
Hatching slashes  
Crosshatching crossed slashes  
Wet on wet soft edges/ wet paint on wet paint  
Highlight light tones  
Pointillist dots

Impressionist dabs  
Expressionist dramatic/free  
Painterly energetically painted  
Distressed damaged  
Dabs painted mark  
Daubs painted mark  
Tonal scale a range of tones

Scratching scratches  
Etched scratches with acid  
Textured rough

## Cardinal Wiseman

Heavy dark / slow  
Light like a whisper  
Curved bending  
Crossing multi-directional  
Diagonal corner to corner  
Vertical straight up  
Horizontal side to side  
Stepped like steps  
Twisting like a coil  
Looping twisting in loops

### Tone (The shading used by an artist or you)

Chiaroscuro shading  
Opaque no light passes through  
Translucent light passes through  
Transparent see through loose free/flowing

Natural light sun light  
Artificial light lamp light  
Mid tone between light & dark  
Contrast dark & light together  
Graduated tone gradually lighter/darker  
Blended tone merged shades

Deep tone dark  
Shaded tonal  
Fast lines

## Fine art GCSE AQA

Splintered like snapped wood  
Fluid moving / wet / cool  
Peeling paint / skin coming off  
Orange peel like orange peel  
Furry like a fur coat  
Scaly like skin of a fish  
Warm body temperature  
Cold like ice  
Woody wood like  
Powdered covered in powdered

### Form (3d shape)

Rotund fat/round  
Elegant swan like  
Classic Greek/can't improve  
Dry on dry hard edges  
Animated moving

Mobile moving  
Cuboid like a cube  
Planar flat  
Convolutd twisted  
Futurist moving / mechanical  
Sculptural 3d art

Trapezoid four sided, (2equal)  
Angular edgy / angles  
Smooth smooth  
Geometric shapes

Exemplar work for inspiration and sketchbook layout ideas

