

# Art

## Intent:

To explore creativity, individuality and a range of mediums to communicate themes, and ideas in a range of different projects. To produce quality art work in the range of projects and produce pieces work work to allow students to demonstrate their skills and potential.

## Context:

The use of tools, processes, techniques and skills taught in art are not only taught to produce quality outcomes in lessons but to build learners who possess skills which allow them to continue their education in art and design and gain access to careers and opportunities which use and need the skills gained through the course.

**The Big Picture—Intent:**

To provide students with the opportunity to explore the 7 formal elements used in creating pieces of fine art, the projects in year 7 explore through skills based lessons with opportunities to try, develop and refine the skills linked to the formal elements.

Pupils demonstrate skills through small projects which requires the elements to be used to produce a range of different pieces showing the pupils understanding.

**Year 7**

**Art**

Content / Units	Skills	Knowledge	Prior—Y6	Next—Y8
<ul style="list-style-type: none"> <li>• Line</li> <li>• Tone</li> <li>• Colour</li> <li>• Texture</li> <li>• Pattern</li> <li>• Shape</li> <li>• Form</li> </ul>	Observational Drawing Mark Making 3D Construction Techniques Rendering Tone / blending Painting (colour mixing, application and using layers) Reduction Printing Mixed-Media Composition	Seven Formal Elements Colour Theory Reduction Printing	The key elements covered at KS2 are linked to colour theory, the colour wheel and producing of painted images. Pupils are asked to think and draw creatively to produce sketches, images and sculptural pieces.	What is design How are 3D pieces constructed Surface pattern designing Use of complimentary and contrasting colours Use of photo editing software and processes What is mixed media

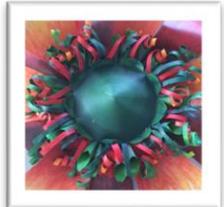
Implementation	Marches Futures Links	Summative Assessment
<p>This project aims to equip all year 7 students with a solid understanding of the seven formal elements. Students will learn how to identify, discuss and analyse the use of them in a wide range of artwork. Whilst developing a solid understand of the formal elements all students will be introduced to a wide range of media, techniques and processes.</p> <ul style="list-style-type: none"> <li>•LORIC promoted through organising of tasks, monitoring and use of tools and equipment, use of key words when communicating ideas, peer assessment and communicating feedback to others.</li> <li>•Independence and thinking sills will be developed with use of WAGOLL examples, asking students to look and find out about successes within the project shown by a range of examples, reading and using success criteria to make decisions as well as the use of displays and handouts with instructions to allow students to manage their own pace of working and work as independently as possible.</li> <li>•Home learning will be looking at background subject knowledge linked to the products, year 7 students will explore materials and their properties, revise tools and processes linked to projects for mini tests.</li> <li>•Department WAGOLL wall will be used to celebrate achievements of pupils making excellent progress as well as students attaining high grades. Work will be photographed and presented within the department as well as communication sent home to celebrate success through from of a department postcard.</li> <li>•Literacy developed through use and spelling of key words, numeracy developed through marking out and measuring</li> </ul>	<p>Learners are encouraged to provide and discuss their opinions in lessons, developing tolerance of others and their thoughts and opinions.</p> <p>Social, moral and cultural discussions are promoted through the study of inspirational work.</p> <p>Life skills linked to communication, working with others as part of a team, resilience, trust and relationships are all part of a successful working environment in art.</p> <p>These values allow pupils to work safely and effectively when communicating their ideas and also allow them to fully express themselves during lessons.</p>	<ul style="list-style-type: none"> <li>• Live tracking of data to inform intervention and praise at any point during the units.</li> <li>• AO Assessment objectives are shared throughout the skills and course units.</li> <li>• AO1,2,3 and 4 cover the 4 key skill areas from the GCSE and A-Level fine art and photography course.</li> </ul>

**Impact:**

Pupils have a clear understanding of the elements that make up pieces of art and have the knowledge and skills at a basic level to apply them to their art work. Pupils can discuss and analyse pieces of work by different artists and are able to discuss where the formal elements have been used and the techniques used to create a successful piece of art work.



# Year 7– Art and Photography



**Knowledge:**  
 Seven Formal Elements  
 Colour Theory  
 Reduction Printing

**Skills:**  
 Observational Drawing  
 Mark Making  
 3D Construction Techniques  
 Rendering Tone / blending  
 Painting (colour mixing, application and using layers)  
 Reduction Printing  
 Mixed-Media  
 Composition

**Key**

- Course Info
- Assessment and Guides
- Universal Offer – Support and guidance.
- Skills

**The Year 7 The Toolbox**

This project aims to equip all year 7 students with a solid understanding of the seven formal elements. Students will learn how to identify, discuss and analyse the use of them in a wide range of artwork. Whilst developing a solid understand of the formal elements all students will be introduced to a wide range of media, techniques and processes.

**Colour**  
 Introduce colour theory and paint introduction. Create a layered painting demonstrating an understanding of colour theory and inspired by the work of Helen Wells.

**Shape**  
 Respond to music using shape and colour. Develop designs skills inspired by experimental responses and develop into a reduction print.

**ASSESSMENT 7**  
 AO1 – Artist Research

**TEXTURE**  
 Revisit observational drawing skills/mark making and using line. Experiment with mixed media.

**ASSESSMENT 8**  
 AO3 – Recording Observations (MOCK)

**TONE**  
 Create a tonal range, set up food still-life and photograph. Produce tonal drawing from photograph.

**ASSESSMENT 3** AO3 – Recording Observations

**ASSESSMENT 5** AO2 – Painting Experimentation

**ASSESSMENT 6** AO4- Realise Intentions

**CONSOLIDATION/ FINAL PROJECT**  
 Students set a mini project using all assessment objectives

**START**

**ASSESSMENT 1**  
 AO1 – Artist Research

**Assessment 2 –**  
 AO2 Wire experiment

**WAGOLL Available**

**Teacher Exemplar**

**LM – AO4 Paper Sculpture**

Introduction to the Toolbox project and the seven Formal Elements.

**LINE**  
 Explore mark-making using line. Create a wire drawing.

**WAGOLL Available**

**FORM**  
 Create a paper relief using prepared paper and develop paper folding techniques.

**Pattern**  
 Design and make abstract form inspired by natural forms. Use pattern to enhance surface. Revisit artist research skills.



**Step by step reduction print support sheet.**

**LIVE MARKING**  
 Red dot/teacher feedback

**Success Criteria given**

**Final assessment**

**Year 8**

**Home learning**



**The Big Picture—Intent:**

Students will complete three projects throughout the year, each one developing skills in one of the three specialist areas (3D, Photography, Painting/Print.). The projects aim to develop art and photography skills and knowledge and to build on the knowledge already covered in year 7. Pupils to be introduced to photography skills and techniques as part of the offer, outlining the elements included in the GCSE photography course. Pupils produce a range of more technical art and photography pieces using the formal elements and new techniques.

**Year 8**  
**Art**

Content / Units	Skills	Knowledge	Prior—Y7	Next—Y9
<ul style="list-style-type: none"> <li>• Alebrije sculptures</li> <li>• Fantastic Books</li> <li>• Cells</li> </ul>	<ul style="list-style-type: none"> <li>• Design</li> <li>• 3D Construction</li> <li>• Surface pattern / texture Independent learning</li> <li>• Colour Theory</li> <li>• Photography</li> <li>• Photoshop editing</li> <li>• Colour Mixing / Painting</li> <li>• Mixed-Media</li> <li>• Detailed Work</li> </ul>	<ul style="list-style-type: none"> <li>What is design</li> <li>How are 3D pieces constructed</li> <li>Surface pattern designing</li> <li>Use of complimentary and contrasting colours</li> <li>Use of photo editing software and processes</li> <li>What is mixed media</li> </ul>	<ul style="list-style-type: none"> <li>Seven Formal Elements</li> <li>Colour Theory</li> <li>Reduction Printing</li> </ul>	<ul style="list-style-type: none"> <li>Identity</li> <li>Abstract Faces</li> <li>Little People</li> </ul>
Implementation		Marches Futures Links		Summative Assessment
<ul style="list-style-type: none"> <li>•The units explored in year 8 will contain a new artist study with links to inspiration and a new more challenging skills set for pupils to implement when producing pieces of 3D sculpture work and photography work. Projects will explore designing, and inspiration before looking at specific skills and then implementing those skills during the final piece.</li> <li>•The key skills will be explored, used and refined and grades will be awarded based on the marking criteria shared with the students in the scheme of learning powerpoint.</li> <li>•LORIC will be built into the projects by exploring students resilience when parts of work don't turn out as they had hoped, their determination to complete difficult tasks requiring good attention to detail and resilience. Communication and use of key words and terms will be required in all lessons and communicating ideas and problems to staff and peers will also be an important part or learners development.</li> <li>•Independence and thinking sills will be developed with use of WAGOLL examples, asking students to look and find out about successes within the project shown by a range of examples, reading and using success criteria to make decisions as well as the use of displays and handouts with instructions to allow students to manage their own pace of working and work as independently as possible.</li> <li>•Repetition of skills and knowledge, key words and vocabulary used to strengthen examination knowledge. Skills and vocabulary developed in year 8 are leading into year 9 art and build good communication and the ability to select tools mediums and materials effectively.</li> </ul>		<ul style="list-style-type: none"> <li>Artwork and the study of artists will begin to develop pupils understanding of thoughts, emotion and beliefs as art is used to portray a range of emotions and thoughts.</li> <li>Reading into images, colour choices and shape brings a better understanding of key emotional factors that impact peoples lives and provide a better understanding of live outside the classroom.</li> <li>Conveying their thoughts, expressing their emotions and looking at the way others do this, builds relationships and potentially provides opportunities for pupils to express themselves through other mediums.</li> </ul>		<ul style="list-style-type: none"> <li>• Live tracking of data to inform intervention and praise at any point during the units.</li> <li>• AO Assessment objectives are shared throughout the skills and course units.</li> <li>• AO1,2,3 and 4 cover the 4 key skill areas from the GCSE and A-Level fine art and photography course.</li> </ul>

**Impact:**

Pupils can produce final pieces in a new range of mediums with an understanding of the process of producing final pieces with digital photography and editing. Pupils can explore more challenging methods for producing pieces which include the 7 formal elements and can apply justifications to their decisions when choosing the methods they are applying. The further development of skills shows pupils expressing their creativity and exploring in more details the processes used in GCSE fine art and photography.



# Year 8– Art and Photography

Teams online progress log. Students photograph their work at the end of every lesson. Pictures, self assessment and targets for the next lesson added.

**Year 8**  
Students will complete three projects throughout the year, each one developing skills in one of the three specialist areas (3D, Photography, Painting/Print.)

**Skills:**  
**Alebrije**  
 Design  
 3D Construction  
 Surface pattern / texture learning  
 Colour Theory

**Cells**  
 Colour Mixing / Painting  
 Mixed-Media  
 Detailed Work

**Fantastic Books**  
 Photography  
 Independent



**Key**

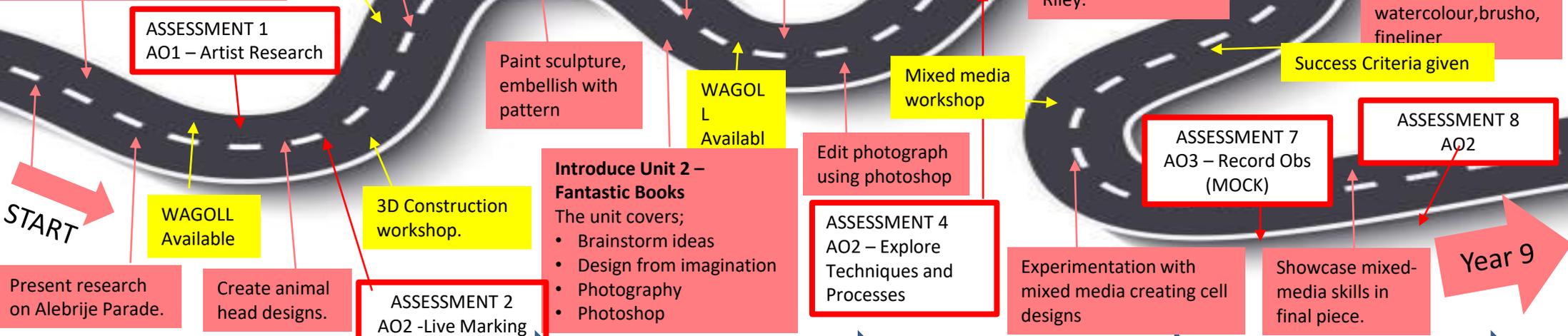
- Course Info
- Assessment and Guides
- Universal Offer – Support and guidance.
- Skills

**Introduce Unit 1 – Alebrije sculptures.** This unit covers;

- Design from resources/imagination
- Artist research
- 3D construction
- Painting
- Independent learning

**Introduce Unit 3 – Cells**  
 This unit covers;

- Observational drawings
- Artist research
- Annotate Ideas Using mixed media from pencil, charcoal, watercolour pencils, watercolour, brusho, fineliner



START

Year 9

**The Big Picture—Intent:**

Students will complete three projects throughout the year, each one developing skills in one of the three specialist areas (3D, Photography, Painting/Print) each unit builds on from Y7 and Y8 curriculum.

**Year 9**

**Art**

Content / UnitsNe	Skills	Knowledge	Prior—Y8	Next – Y10
<ul style="list-style-type: none"> <li>Identity</li> <li>Abstract Faces</li> <li>Little People</li> <li>AI Clay</li> </ul>	3D Creations, construction of sculptures, Photoshop Backdrop photography	Assembly of 3D structures using a range of methods for forming and joining clay parts. Firing and glazing clay products Photoshop skills linked to development and edits of images.	What is design How are 3D pieces constructed Surface pattern designing Use of complimentary and contrasting colours Use of photo editing software and processes What is mixed media	GCSE fine art, 3D Design and photography are the options available to pupils after year 9.
Implementation		Marches Futures Links		Summative Assessment
<p>Pupils to discover the new skills linked to graphics, photo editing and clay sculpture work through WAGOLL examples, classroom demonstrations and guide powerpoints to achieve a range of final pieces with skills linked to GCSE art and photography. The open briefs for the projects allow each pupil to put their own mark on the project outcomes with the options and availability to show creativity and flair for art and photography.</p> <p>Resilience will be important due to the explorative nature of the subject, learning from mistakes and failure will be a big part of the designing and planning phases. Key words and communication in the workshop and problem solving will show good initiative. Clay work will require pupils to experience a completely new skillset and show resilience when facing the challenges and assembly of a 3D product.</p> <p>WAGOLL examples to support independence and clarity of aims, use of displays and supporting powerpoints to allow students to explore and stretch themselves within the project structure.</p> <p>The investigation section work will consist of research into areas of interest and problem solving product ideas for around the home. Supporting decision making by carrying out research into various parts of a design or manufacturing processes as needed.</p> <p>Quizzing and testing to look at key knowledge and ensure students have the foundations to build on to become more independent and well-rounded learners.</p> <p>Key skills to be revisited in demonstrations as the project progresses and in example work to ensure each skills importance and success criteria is shared before use.</p>		<p>Pupils see and experience elements of sustainability in lessons during year 9 art. The 3D elements of sculpture link to the safe recycling, repurposing of materials used for the sculptures and the economy behind the purchasing and recycling of the clay is shared with he students in lessons. This experience is linked to life skills and moral decisions that pupils will be face with in life outside of education.</p> <p>Responsibility when using tools and materials that present a hazard builds the importance of a number of key developments in life, understanding and trusting behaviours, learning from mistakes and supporting others are all part of the ethos in the lessons.</p> <p>Pupils continue to develop their analysis of shape, line and images and colour choices brings a better understanding of key emotional factors that impact peoples lives they build, on their understanding further from years 7 and 8 and look at communicating feelings, thoughts and stories through their pieces of work.</p>		<ul style="list-style-type: none"> <li>Live tracking of data to inform intervention and praise at any point during the units.</li> <li>AO Assessment objectives are shared throughout the skills and course units.</li> <li>AO1,2,3 and 4 cover the 4 key skill areas from the GCSE and A-Level fine art and photography course.</li> </ul>

**Impact:**

Pupils complete the development of the fundamental skills for producing GCSE quality artwork with the elements of the year 9 course. The Pupils are well informed of the skills and quality required at GCSE and this allows them to make informed decisions about GCSE options.

Pupils possess a range of skills and techniques for use with their GCSE art 3D design and photography course, these skills and techniques can then be applied to their chosen projects at GCSE and allows pupils to start to make quick progress at the start of year 10.



# Year 9 – Art and Photography

**Key**

- Course Info
- Assessment and Guides
- Universal Offer – Support & guidance.
- Skills

**The Year 9 Learning Journey**  
 Students will complete three projects throughout the year, each one developing skills in one of the three specialist areas (3D, Photography, Painting/Print) each unit builds on from Y7 and Y8 curriculum.



**Introduce Unit 2 – AI**  
 This unit covers;

- AI knowledge
- Design
- Ceramic slab construction
- Glaze/iron oxide

**Skills:**  
 Drawing & Typography techniques  
 Print (stencil print/screen print)

**AI**  
 Design  
 Settings  
 3D Clay Slab Construction  
 Surface pattern

**Little People**  
 Camera  
 Photography  
 Photoshop

**Introduce Unit 1 – Identity**  
 This unit covers;

- Artist research/Conceptual Art
- Portraiture
- Selecting a campaign
- Screen-printing/stencil work

Research  
 Kruger/Banksy

WAGOLL Available

START

Create a collage/spray paint sample inspired by Kruger/Banksy

Assessment 1  
 AO1 – Artist Research

Students plan campaign and collect resources for background. HW/ICT room

Take campaign photographs and edit for screen-printing.

Create a layered background using images linked to your campaign.

Create a range of print samples.

Teacher workshop of printing techniques. Sponge, stencil, spray and screen.

Assessment 2  
 AO2 Experimenting

WAGOLL Available

Create final screen-print, spray paint and/or stencil on layered background.

WAGOLL Available

Assessment 3  
 AO4 Final piece



Develop knowledge of AI and create a robot design sheet.

Clay slab construction and assemble.

**Introduce Unit 2 – AI**  
 This unit covers;

- AI knowledge
- Design
- Ceramic slab construction
- Glaze/iron oxide

Assessment 4  
 AO3 Record Ideas

This unit covers;

- Slinkachu research page
- Brainstorm ideas
- Photography
- Photoshop
- Experimenting with layering

WAGOLL Available

Assessment 5  
 AO4 Final Robot

Edit photographs using photoshop and create a number of edits.

Slinkachu research Layering

Assessment 7  
 AO2 Experimenting

Assessment 8  
 AO3 Record observations (MOCK)

Assessment 6  
 AO1 – Artist Research

Plan digital composition. Then set up small scene and capture photographs.

End of year Assessment and feedback

Art & Photography GCSE



**The Big Picture—Intent:**  
 To provide student with the opportunities to explore the formal elements, demonstrate skill, technique and creativity while producing a range of pieces towards their GCSE art portfolio.  
 Pupils should also be given the opportunity to explore using their own skills and knowledge providing opportunities to learn from their work, their mistakes and to develop their own individual style of presenting artwork.

**Year 10**  
**Art**

Content / UnitsNe	Skills	Knowledge	Prior—Y9	Next – Y11
<ul style="list-style-type: none"> <li>• Viewpoints</li> <li>• GCSE coursework development.</li> <li>• AO1 -Research</li> <li>• AO2 - Investigation</li> <li>• AO3 - Development</li> <li>• AO4 – Final Piece</li> </ul>	<p>The 7 formal elements</p> <p>Meeting assessment objectives for the four AO markers from the marking scheme.</p> <p>How to develop pieces and explore new techniques based on their findings and research.</p>	<p>How to follow and use a marking criteria to inform decisions about their coursework.</p> <p>How to research and develop a style based on an artist style</p> <p>How to organise and present research, development and modelling work and final pieces based on a given brief.</p>	<p>What is design</p> <p>How are 3D pieces constructed</p> <p>Surface pattern designing</p> <p>Use of complimentary and contrasting colours</p> <p>Use of photo editing software and processes</p> <p>What is mixed media</p>	<p>GCSE fine art coursework completion and GCSE externally set examination piece.</p>
Implementation		Marches Futures Links		Summative Assessment
<p>Pupils explore and develop pieces of art based on the findings of a range of artist studies. Pupils are given the opportunity to find and enhance a style of art they enjoy and are challenged to develop this style into a GCSE final piece based on a given brief. The open briefs for the projects allow each pupil to put their own mark on the project outcomes, with the options and availability to show creativity and flair as their produce work for the course.</p> <p>Resilience will be important due to the explorative nature of the subject, learning from mistakes and failure will be a big part of the designing and planning phases. Key words and communication in the workshop and problem solving will show good initiative. Clay work will require pupils to experience a completely new skillset and show resilience when facing the challenges and assembly of a 3D product.</p> <p>WAGOLL examples to support independence and clarity of aims, use of displays and supporting powerpoints to allow students to explore and stretch themselves within the project structure.</p> <p>The investigation section work will consist of research into areas of interest and problem solving product ideas for around the home. Supporting decision making by carrying out research into various parts of a design or manufacturing processes as needed.</p> <p>Quizzing and testing to look at key knowledge and ensure students have the foundations to build on to become more independent and well-rounded learners.</p> <p>Key skills to be revisited in demonstrations as the project progresses and in example work to ensure each skills importance and success criteria is shared before use.</p>		<p>Careers as an artist and development of how art can support you post education start to be come more clear to students studying GCSE art. The levels of depth required at GCSE in might more than at KS3 and pupils are encouraged to further develop the social and emotional understanding they have for pieces of art.</p> <p>Artwork and the study of artists will begin to develop pupils understanding of thoughts, emotion and beliefs as art is used to portray a range of emotions and thoughts.</p> <p>Reading into images, colour choices and shape brings a better understanding of key emotional factors that impact peoples lives and provide a better understanding of live outside the classroom.</p> <p>Discussions and coursework analysis is dependent on the students' ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work.</p>		<ul style="list-style-type: none"> <li>• Live tracking of data to inform intervention and praise at any point during the units.</li> <li>• AO Assessment objectives are shared throughout the skills and course units.</li> <li>• AO1,2,3 and 4 cover the 4 key skill areas from the GCSE specification, pupils will be given progress feedback against these requirements.</li> </ul>

**Impact:**  
 The Pupils are well informed of the skills and quality required at GCSE and this allows them to make informed decisions about their GCSE coursework projects, Pupil develop their own style of art and produce a range of pieces to ensure they make progress towards their minimum grade.  
 Pupils possess a range of skills and techniques for use with their GCSE art and photography course, these skills and techniques can then be applied to their chosen project elements in the GCSE course and also to the examination which will be set by the exam board in year 11.

**The Big Picture—Intent:**

To provide student with the opportunities to explore the formal elements, demonstrate skill, technique and creativity while producing a range of pieces towards their GCSE art portfolio.

Pupils should also be given the opportunity to explore using their own skills and knowledge providing opportunities to learn from their work, their mistakes and to develop their own individual style of presenting artwork.

**Year 11**

**Art**

Content / UnitsNe	Skills	Knowledge	Prior—Y10	Next – Y12
<ul style="list-style-type: none"> <li>GCSE coursework development.</li> <li>AO1 -Research</li> <li>AO2 - Investigation</li> <li>AO3 - Development</li> <li>AO4 – Final Piece</li> <li>Externally set exam.</li> </ul>	<p>The 7 formal elements</p> <p>Meeting assessment objectives for the four AO markers from the marking scheme.</p> <p>Brief set by the exam board following the formula set out for the GCSE coursework piece.</p>	<p>How to follow and use a marking criteria to inform decisions about their coursework.</p> <p>How to research and develop a style based on an artist style</p> <p>How to organise and present research, development and modelling work and final pieces based on a given brief.</p>	<p>The 7 formal elements</p> <p>Meeting assessment objectives for the four AO markers from the marking scheme.</p> <p>How to develop pieces and explore new techniques based on their findings and research.</p>	<p>A-Level Fine Art or Photography</p>

Implementation	Marches Futures Links	Summative Assessment
<p>Pupils explore and develop pieces of art based on the findings of a range of artist studies. Pupils are given the opportunity to find and enhance a style of art they enjoy and are challenged to develop this style into a GCSE final piece based on a given brief. The open briefs for the projects allow each pupil to put their own mark on the project outcomes, with the options and availability to show creativity and flair as their produce work for the course.</p> <p>Resilience will be important due to the explorative nature of the subject, learning from mistakes and failure will be a big part of the designing and planning phases. Key words and communication in the workshop and problem solving will show good initiative. Clay work will require pupils to experience a completely new skillset and show resilience when facing the challenges and assembly of a 3D product.</p> <p>WAGOLL examples to support independence and clarity of aims, use of displays and supporting powerpoints to allow students to explore and stretch themselves within the project structure.</p> <p>The investigation section work will consist of research into areas of interest and problem solving product ideas for around the home. Supporting decision making by carrying out research into various parts of a design or manufacturing processes as needed.</p> <p>Quizzing and testing to look at key knowledge and ensure students have the foundations to build on to become more independent and well-rounded learners.</p> <p>Key skills to be revisited in demonstrations as the project progresses and in example work to ensure each skills importance and success criteria is shared before use.</p>	<p>Futures links in year 11 are continued for year 10, pupils will continue to use the elements of social, moral, spiritual and cultural discussions and understanding as they finalise their non-exam assessment coursework piece and move over to complete the externally set examination.</p> <p>Careers as an artist and development of how art can support you post education start to be come more clear to students studying GCSE art. The levels of depth required at GCSE in might more than at KS3 and pupils are encouraged to further develop the social and emotional understanding they have for pieces of art.</p> <p>Artwork and the study of artists will begin to develop pupils understanding of thoughts, emotion and beliefs as art is used to portray a range of emotions and thoughts.</p> <p>Reading into images, colour choices and shape brings a better understanding of key emotional factors that impact peoples lives and provide a better understanding of live outside the classroom.</p> <p>Discussions and coursework analysis is dependent on the students' ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work.</p>	<ul style="list-style-type: none"> <li>Live tracking of data to inform intervention and praise at any point during the units.</li> <li>AO Assessment objectives are shared throughout the skills and course units.</li> <li>AO1,2,3 and 4 cover the 4 key skill areas from the GCSE specification, pupils will be given progress feedback against these requirements.</li> </ul>

**Impact:**

The Pupils are well informed of the skills and quality required at GCSE and this allows them to complete their final piece and major project portfolio to gain at least their minimum grade.

Pupils use the skills developed in the production of their major project pieces to prepare and develop a final piece of their externally set examination work. Pupils are able work efficiently and competently to produce work for the examination pieces applying their own style to the range of techniques and processes they have developed in year 10.

# Glossary of Key Terms:

## Assessment Acronyms

- BRAG – Assessment colours, Blue, Red, Amber and Green (Blue 2 grades over minimum grade, green 1 grade over, amber on, red below minimum grade).