

MOOR PARK HIGH SCHOOL: CURRICULUM

Key Stage 3 Long Term Planning – Art

KS3 Intent: To develop a breadth of knowledge of art in different contexts including past and present working artists, art from different cultures, how technology is influencing and changing art and the importance of traditional skills and techniques.

Pupils will develop skills in range of media and gain experience in a variety of skills over KS3 this includes- Drawing, Painting, Transfers, Clay.

As well as developing understanding of formal elements such as working with colour, pattern, textures, line and shape. Pupils will be encouraged to refine their skills in making observation not only with drawings but also with annotations and verbal discussions.

Homework will be used to enhance pupils' observations and experience with art including using photography, further investigation into past and present art and making connections to the wider world of art including careers.

Pupils will create outcomes that bring together their knowledge and skills from each project showing a creative learning journey.

Subject Area: Art

Year 7:

Intent: To develop basic understanding of how to make connections to artists and other sources that can influence artwork.

To understand there are different types of art and art has changed over time.

To gain experience in working 2D and 3D.

To develop skills in exploring with different media and develop outcomes as part of a creative learning journey.

Year 7	Transition\Base line assessment	Project 1	Project 2	Extension – final stage of academic year 2025
Knowledge	<p><u>'Go Big: The secondary school survival guide'</u> <u>The materials will draw out transferrable skills called 'qualities of success'.</u></p> <p>Record ideas, observations and insights relevant to intentions</p> <p>Looking also at basic mark making in art.</p>	<p><u>Everyday Objects</u> Observational drawing Compositions Colour mixing Research and development skills</p> <p><u>Artists\Art movements studied –</u> Michel Craig-Martin Pop Art Roy Lichtenstein</p>	<p><u>The Coral Reef</u> Pupils will be assessed on their understanding and ability in 4 areas: Research/ Inspiration: Investigating the work of Jason Scarpace and being able to describe his work. Using visual imagery of Oceans Understanding the historic context of clay</p>	<p><u>Abstract Pattern</u> Pupils will be assessed on their understanding and ability in 4 areas: Research/ Inspiration: Taking inspiration from the work of Beatriz Milhaze, Janet Skates and the Expressionism movement. They will develop knowledge of what an art movement is.</p>

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		<p><u>Demonstrates basic drawing from observation. Understand colour theory and how to use the colour wheel.</u></p>	<p>Exploring Techniques: Knowledge of tonal drawings and skills to improve drawings Knowledge of how to create textures using drawing and paint Knowledge of colour theory including harmonious colour schemes Knowledge of clay techniques Observations: Knowledge of how to create a design and translate it into 3D. Knowledge of drawing techniques including shading and blending. Outcomes: Knowledge of how to evaluate their outcomes including their own opinions.</p>	<p>Be able to describe and discuss similarities and differences between the artists. Exploring Techniques: Develop knowledge of different drawing styles. Understanding qualities of different media. Continue to develop knowledge of colour theory and mixing colours. Observations: Creating written annotations explaining process and personal opinion. Creating expressive abstract drawings Outcomes: Knowledge of how to evaluate the what they have created and create links to the research and relevant art movements.</p>
Skills	<p>Establishing classroom rules and expectations. Developing fine drawing skills and looking at other drawing medias.</p>	<p>How to use and manipulate drawing materials. Develop composition / layout of work. Developing understanding and use of key subject vocabulary Research artists and discussion about their work.</p>	<p>Research/ Inspiration: Research skills will focus on presentation and responding to the artists style of work. Exploring Techniques: Building tonal skills and use of 4B and 6B pencils Exploring with how to create textures using paint Skills in mixing paint to enhance understanding of colour theory Design skills Skills in using clay Observations: Drawing skills in creating sea creatures with a focus on tone and detail Painting skills focusing on blending and creating textures</p>	<p>Research/ Inspiration: Research skills will focus on responding to the artists style of work. Comparing similarities and differences in the styles of artwork. Exploring Techniques: Using a variety of materials to create abstract and expressive drawings. Building students confidence using materials without feeling "it's wrong". Developing skill sin mark making and using a variety of tools to create marks. Observations: Pupils will respond with abstract outcomes developing skills in being less literal. They will record annotations which focus on</p>

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			<p>Outcomes: 3D clay piece inspired by Jason Scarpace- skills in responding to an artist, translating a design from 2D to 3D and using the clay.</p>	<p>developing skills with descriptive language. Pupils will be given timed tasks.</p> <p>Outcomes: Pupils will present their abstract drawings either as a collage, mounted on large sheets, as books or they might find their own alternative idea developing skills in presentation and independent idea development.</p>
<p>Connections to previous learning</p>	<p>N/A it is assumed pupils have little or no prior learning in art. The baseline assessment will establish a clearer picture to inform future planning for pupils.</p> <p>Further links will also be made to sit students who have done little art next to students from feeder schools having a strong art background.</p>	<p>Baseline assessment to establish current understanding and previous art experience, reference also made to establish feeder primary schools.</p>	<p>Links to Project 1 – pupils will show their understanding of a range of drawing and recording techniques.</p> <p>Pupils will further develop their understanding of the work of other artists and make informed connections with their own work.</p>	<p>Pupils will create outcomes building on the use of media and colour theory in project 1. They will be working on their confidence with abstract marks and building on knowledge of textures from project 2.</p>
<p>Assessment</p>	<p>General teacher observations will take place during this unit as an early indication of pupil personality, art experience and the dynamic of the group.</p>	<p>Assessment Criteria / CAP</p> <p>Pupils will be marked on the 4 areas: Research/ Inspiration, Exploring Techniques, Observations, Outcomes which link to success criteria and their PLC's. Pupils will also be given verbal feedback and peer or self-assess work created.</p>	<p>Assessment Criteria / CAP</p> <p>Pupils will be marked on the 4 areas: Research/ Inspiration, Exploring Techniques, Observations, Outcomes which link to success criteria and their PLC's. Pupils will also be given verbal feedback and peer or self-assess work created.</p>	<p>Assessment Criteria / CAP</p> <p>Pupils will be marked on the 4 areas: Research/ Inspiration, Exploring Techniques, Observations, Outcomes which link to success criteria and their PLC's. Pupils will also be given verbal feedback and peer or self-assess work created.</p> <p>A final assessment will be made of students understanding and ability of the 4 assessment areas across the year.</p>

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Homework	Homework is recorded in line with school policy once a fortnight. Homework will aim to broaden pupils understanding of art not only creating links to their class work but also developing their key art terminology, building their ability to analyse art work and strengthen their understanding of different types of art from a range of time periods, cultures and industries. This could also include links to careers or future ambitions.			
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	TBC	TBC	TBC	Pupils encouraged to take part in a weekly after school Summer Art Club.
Numeracy	Shading pencils, demonstration on HB and B pencils Scale Timing	Scale in drawings and enlarging an image	Scale of work in 3D media	Timed tasks Working with a variety of shapes
Literacy	Introduction to key words Using homework to embed language	Artist research annotations. Use of key words. Class discussion. Giving feedback using criteria to support appropriate and critical comments- written and verbal. Questioning- verbal communication. Evaluation Homework will embed knowledge of key words and enhance use of literacy		
CIAG	Video and discussion on careers in art and improving knowledge of jobs in the arts sector. Basic discussion on the jobs in art, £82 billion per year to the economy of our country, how and where is this. Group discussion on jobs in art they know. https://www.youtube.com/watch?v=wgiTX4RK528	Set designers – link to Harry Potter world and everyday objects. Themed Merchandise based on everyday objects. https://www.youtube.com/watch?v=c8bUr6L9AhQ	Ceramics and interior designers. Current affairs Photographers. Photographs of the coral reef in current news. Link to a starter on a news item and nature, linking at photography https://www.youtube.com/watch?v=mQ10xB18XMQ https://www.youtube.com/watch?v=LY-xZvDQro	https://theartcareerproject.com/7-out-of-the-box-careers-for-creatives/ Looking at a variety of creative careers

Year 8

Intent: To develop analytical skills when investigating artists and other sources that can influence artwork.

To continue to build understand of different types of art and art has changed over time and make connections to art in the wider world and other subjects.

To begin to refine work and ideas working from designs and plans including 2D and 3D outcomes.

To develop skills in exploring with different media and develop their own imaginative ideas for outcomes as part of a creative learning journey.

Year 8	Project 1	Project 2	Extension– final stage of academic year 2025
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Knowledge	<p><u>Under the Microscope</u> Creative mark making Using various Colour media Research and development skills Printmaking</p> <p><u>Artists\Art movements studied –</u> Bruce Riley Ernst Haekel</p> <p><u>Explores varied materials and techniques, further extending colour theory and knowledge.</u></p>	<p><u>Animal Project</u> Pupils will be assessed on their understanding and ability in 4 areas: Research/ Inspiration: Investigating the work of Claire Young and being able to describe his work. Using visual imagery of Animals Understanding cultural context of pattern Exploring Techniques: Knowledge of tonal drawings and skills to improve drawings Knowledge of how to create patterns and refine shapes Knowledge of colour theory including harmonious colour schemes Knowledge of mark making techniques Knowledge of collage techniques Observations: Knowledge of how to create a design Knowledge of drawing techniques including shading Outcomes: Knowledge of how to evaluate their outcomes including their own opinions.</p>	<p><u>Op Art</u> Pupils will be assessed on their understanding and ability in 4 areas: Research/ Inspiration: Investigating the Op Art movement and build on prior knowledge of Art movements. Using visual imagery of shapes and patterns Understanding of optical illusions and links to art Exploring Techniques: Knowledge of perspective Knowledge of how to create patterns and refine shapes Knowledge of colour theory including harmonious colour schemes Observations: Creating relevant 3D or patterned drawings linked to Op Art Making verbal connections that show understanding of what has been created and why Outcomes: Knowledge of how to evaluate their outcomes including their own opinions.</p>
Skills	<p>Creating a wide range of mark making techniques using a variety of tools. Explore printing techniques. Building skills in mark making in black pens Responding to the work of artists.</p>	<p>Research/ Inspiration: Research skills will focus on presentation and responding to the artists style of work. Exploring Techniques: Building tonal skills and use of 4B and 6B pencils Exploring with mark making using paint or ink Skills in mixing colours to enhance understanding of colour theory Design skills Skills in using collage Observations: Drawing skills in creating animals with a focus on tone and detail Mark making skills focusing on creating patterns</p>	<p>Research/ Inspiration: Research skills will focus on showing understanding of the op art movement, making connections to optical illusions and maths. Exploring Techniques: accuracy of drawing to create 3D perspective pieces Using a range of media to create a relevant outcome- pupils and teacher to discuss choices for pupils to make informed decision and reasoning. Observations: Drawing skills in creating accurate 3D drawings Creating patterns inspired by Op Art Outcomes: Create a range of Op Art drawings that can be presented as a 3D piece or in</p>

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		Outcomes: Collage animals using patterned paper created by pupils, taking inspiration from the work of Claire Young.	pupils develop their own independent presentation.
Connections to previous learning	<p>Links to year 7 work – pupils will show their understanding of a range of drawing and recording techniques.</p> <p>Pupils will develop knowledge of composition and layout work from year 7.</p>	Pupils will further develop their understanding of the work of other artists and make informed connections with their own work.	<p>Pupils will use their understanding of colour theory.</p> <p>Pupils will build on their drawing skills and research skills.</p> <p>Pupils will develop skills in responding to an art movement with a creative outcome.</p>
Assessment	<p>Assessment Criteria / CAP</p> <p>Pupils will be marked on the 4 areas: Research/ Inspiration, Exploring Techniques, Observations, Outcomes which link to success criteria and their PLC's. Pupils will also be given verbal feedback and peer or self-assess work created.</p>	<p>Assessment Criteria / CAP</p> <p>Pupils will be marked on the 4 areas: Research/ Inspiration, Exploring Techniques, Observations, Outcomes which link to success criteria and their PLC's. Pupils will also be given verbal feedback and peer or self-assess work created.</p>	<p>Assessment Criteria / CAP</p> <p>Pupils will be marked on the 4 areas: Research/ Inspiration, Exploring Techniques, Observations, Outcomes which link to success criteria and their PLC's. Pupils will also be given verbal feedback and peer or self-assess work created.</p> <p>A final assessment will be made of students understanding and ability of the 4 assessment areas across the year.</p>
Homework	Homework is recorded in line with school policy once a fortnight. Homework will aim to broaden pupils understanding of art not only creating links to their class work but also developing their key art terminology, building their ability to analyse art work and strengthen their understanding of different types of art from a range of time periods, cultures and industries. This could also include links to careers or future ambitions.		
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	TBC	TBC	Pupils encouraged to take part in a weekly after school Summer Art Club.
Numeracy	Scale in drawings and how to trace and transfer correctly.	Timed activities Scale Proportion	Repeat patterns and scale and proportion.

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Literacy	<p>Artist research annotations. Use of key words. Class discussion. Giving feedback using criteria to support appropriate and critical comments- written and verbal. Questioning- verbal communication. Evaluation Homework will embed knowledge of key words and enhance use of literacy</p>		
CIAG	<p>Fabric designers for retail companies. https://www.youtube.com/watch?v=FCarXRadOnk</p>	<p>Surface pattern designer- links to current project https://www.youtube.com/watch?v=lfqYi40ZVCI</p>	<p>https://theartcareerproject.com/7-out-of-the-box-careers-for-creatives/ Looking at a variety of creative careers</p>

Year 9

Intent: To continue to develop analytical skills, using key terminology and personal opinions when investigating artists and other sources that can influence artwork.

To continue to build understand of different types of art and art has changed over time. Make connections to art on a more personal level, linking to character, personal choices, independent practice and embedding knowledge of key skills from previous learning.

To continue to refine work and ideas working from designs and plans including 2D and 3D outcomes. Showing independent thought and use of prior skills and learning.

To enhance their knowledge of different media, making informed choices and develop their own imaginative ideas for outcomes as part of a creative learning journey.

Year 9	Project 1	Project 2	Extension- final stage of academic year 2025
Knowledge	<p><u>Bugs and Insects</u> Drawing skills- tone, blending Printing skills Refine and Development of own designs Research and development skills Colour Theory Composition</p>	<p><u>Positive People Project</u> Pupils will be assessed on their understanding and ability in 4 areas: Research/ Inspiration: Investigating the work of Loui Jover and Hattie Stewart. Be able to describe the work and develop their own opinions about the work.</p>	<p><u>Creative Confectionary</u> Research and development skills Drawing Skills Painting Composition Development <u>Artists\Art movements studied –</u> Pop Art</p>

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	<p><u>Artists\Art movements studied –</u> Vince Low Mark Powell Eugene Seguy Tom Abbiss Smith Zentangle Pattern</p> <p><u>Develop skills and understanding of drawing in other medias and using colour in drawings.</u></p>	<p>Developing knowledge of character and a positive role model linking to personal development Knowledge of affirmations and the positive impact they have on wellbeing Exploring Techniques: Knowledge of collage Knowledge of graphic techniques including 'doodlebombing' Knowledge of colour theory including harmonious colour schemes Knowledge of composition development Observations: Knowledge of how to create a design Knowledge of drawing techniques including 'doodlebombing' Knowledge of typography and how this is relevant to current working practices in advertising Outcomes: Knowledge of how to evaluate their outcomes including their own opinions.</p>	<p>Sarah Graham</p> <p><u>Develop skills in responding to different the theme of sweet, develop own ideas and designs producing an outcome.</u></p>
Skills	<p>Research and development skills. Drawing skills with a variety of media. Design skills inspired by artists and imagery. Presentation of work for a group outcome. Teamwork and discussion.</p>	<p>Research/ Inspiration: Research skills will focus on presentation and responding to the artists style of work. Focus on developing pupils' opinions. Using artists work to develop their own informed ideas. Exploring Techniques: Develop skills in using collage to create shapes, deveorations and a successful composition Using graphic techniques including 'doodlebombing' to distort portraits of role models Using colour theory to enhance the colour choices Develop skills in creating successful compositions Observations: Skills in creating a design in response to an artist Skills in practicing drawing techniques including 'doodlebombing'</p>	<p>Research and development skills. Responding to artists and imagery. Drawing skills. Paint skills.</p>

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		Skills in creating lettering using affirmations to inspire the designs and outcomes Outcomes: Create outcomes inspired by both Loui Jover and Hattie Stewart showing understanding of the artists style with successful use of collage and compositions. To create a positive affirmation with a focus on relevant typography showing accurate drawing skills.	
Connections to previous learning	Pupils will further develop their understanding of the work of other artists and make informed connections with their own work, realising intentions and making informed judgements about their own designs.	Pupils will further develop their understanding of the wider world. They will use their understanding of composition to create their own personal designs. They will develop skills in Typography and graphic design.	Pupils will further develop their understanding of how art influenced change in the wider world, specifically advertising and branding. They will develop skills in refining their drawing and painting ability.
Assessment	Assessment Criteria / CAP Pupils will be marked on the 4 areas: Research/ Inspiration, Exploring Techniques, Observations, Outcomes which link to success criteria and their PLC's. Pupils will also be given verbal feedback and peer or self-assess work created.	Assessment Criteria / CAP Pupils will be marked on the 4 areas: Research/ Inspiration, Exploring Techniques, Observations, Outcomes which link to success criteria and their PLC's. Pupils will also be given verbal feedback and peer or self-assess work created.	Assessment Criteria / CAP Pupils will be marked on the 4 areas: Research/ Inspiration, Exploring Techniques, Observations, Outcomes which link to success criteria and their PLC's. Pupils will also be given verbal feedback and peer or self-assess work created. A final assessment will be made of students understanding and ability of the 4 assessment areas across the year.
Homework	Homework is recorded in line with school policy once a fortnight. Homework will aim to broaden pupils understanding of art not only creating links to their class work but also developing their key art terminology, building their ability to analyse art work and strengthen their understanding of different types of art from a range of time periods, cultures and industries. This could also include links to careers or future ambitions.		
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Printed Cup Company Competition and trip for winners	TBC	Pupils encouraged to take part in a weekly after school Summer Art Club.
Numeracy	Scale and proportion in viewfinder drawings, timed tasks	Scale, composition, proportion of lettering, use of ruler, perspective	Scale, composition, proportion of lettering, use of ruler, perspective

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Literacy	<p>Introduction to bookmarks. Artist research annotations. Use of key words. Class discussion. Giving feedback using criteria to support appropriate and critical comments- written and verbal. Questioning- verbal communication. Evaluation Homework will embed knowledge of key words and enhance use of literacy</p>		
CIAG	<p>Digital art, courses available and future job roles. Video and discussion of the job role. https://youtu.be/lcEURZRYDNw?si=fAoGPNOsR5iwwOuI Printed Cup Company Competition and Trip</p>	<p>https://www.youtube.com/watch?v=WPC2kBzpq_k A range of graphic design jobs</p>	<p>Graphic designers, game designers. https://www.youtube.com/watch?v=c0o6BPYKBiA</p>

Key Stage 4 Long Term Planning

Year 10 and 11 SYLLABUS: AQA Art, Craft and Design 8201 C & X

Year 10 and 11	Coursework Project 1	Coursework Project 2	ESA Component 2
Knowledge	<p>Natural Forms- Ocean</p> <p>Students are assessed on 4 assessment objectives covering development of ideas including research of artists and other sources/influences, exploration with media, observations including written annotations and outcomes which can be seen throughout the project and at the end.</p> <p>AO1: Research of Yellena James developing understanding of her work and applying their own knowledge. Researching Zentangle Patterns developing understanding of composition and refinement. Developing knowledge of how to combine these to create designs. AO2: Drawing, painting, printing, collage, clay, digital editing</p>	<p>Architecture</p> <p>Students are assessed on 4 assessment objectives covering development of ideas including research of artists and other sources/influences, exploration with media, observations including written annotations and outcomes which can be seen throughout the project and at the end.</p> <p><u>Year 10 Mock exam-</u> AO1: Research either Ian Murphy or Cheism and respond to their work. AO2: Explore with appropriate techniques and materials AO3: take photographs of building and edit them using digital processes. AO4: Mock assessment 5 hours create a piece of work inspired by your research.</p>	<p>Externally Set Assignment by AQA</p> <p>Students choose a single theme from choices set by the exam board. Students have to meet all 4 assessment objectives. They should aim to use the knowledge and skills attained in the coursework projects to make progress and build component 2.</p> <p>AO1: Research and development linked to selected theme AO2: Working in a range of medias linked to selected theme AO3: Observations and photographs linked to selected theme. Annotations showing thoughts opinions and understanding of selected theme. AO4: Outcomes will be created in the final 10 hour assessment- personal to the students development and ideas.</p>

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	<p>AO3: Drawing, photography, annotations AO4: Outcomes will be created in various media including but not limited to clay, printing and a developed piece inspired by Yellena James and Zentangle patterns.</p>	<p><u>Continuation of Architecture project</u> AO1: Research of Seth Clark developing understanding of the artists' work and applying their own knowledge. Researching the work of Anastasia Savinova developing understanding of composition. Developing knowledge of how to combine these to create designs and their own personal outcome. AO2: Drawing, Lino Printing, Creative Collage, student's personal choice of exploration development ideas and media AO3: Drawing, Photography, annotations AO4: Outcomes will be created in various media including but not limited to printing, painting, mixed media and inspiration from architecture, Seth Clark and Anastasia Savinova.</p>	
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Skills	<p>AO1: Research of Yellena James showing understanding of her work by responding visually and develop skills in critical analysis. Researching Zentangle Patterns showing understanding of composition and refinement through response to patterns. Developing design skills and independent development of ideas.</p> <p>AO2: The project will focus on enhancing drawing, painting, printing, collage, clay, digital editing skills from KS3 or at an introductory level so students can develop basic skills.</p> <p>AO3: Students will create observations showing skills using a variety of drawing methods, photography, annotations showing thoughts, process and opinions.</p> <p>AO4: Outcomes will show development of the creative process, skills in various media including but not limited to clay, printing and a developed piece inspired by Yellena James and Zentangle patterns.</p>	<p>AO1: Research of Seth Clark showing understanding of his work by responding visually and develop skills in critical analysis. Researching the work of Anastasia Savinova show compositional skills by creating designs and plans relevant to intentions. Developing skills in combining artist inspiration to create designs and build their own personal outcome.</p> <p>AO2: The project will focus on embedding drawing, printing, creative collage, skills so students can make their own personal choice of exploration development ideas and media</p> <p>AO3: Students will create observations showing skills using a variety of drawing methods, photography, annotations showing thoughts, process and opinions.</p> <p>AO4: Outcomes will show development of the creative process, skills in various media including but not limited to printing, painting, mixed media and a developed piece inspired by Seth Clark and Anastasia Savinova.</p>	<p>AO1: Research and development linked to selected theme showing response skills and critical analysis.</p> <p>AO2: Working in a range of medias linked to selected theme, building on skills from component 1.</p> <p>AO3: Students will create observations showing skills using a variety of drawing methods, photography, annotations showing thoughts, process and opinions relevant to the selected theme.</p> <p>AO4: Outcomes will be created in the final 10 hour assessment- personal to the students development and ideas.</p>
Connections to previous learning	<p>Pupils further develop and build upon skills learnt during KS3.</p> <p>Research, development of designs and independent ideas, exploration of media, observations including annotations and creating outcomes relevant to intentions.</p>	<p>Pupils further develop and build upon skills learnt during KS3.</p> <p>Research, development of designs and independent ideas, exploration of media, observations including annotations and creating outcomes relevant to intentions.</p> <p>Pupils build on understanding of AO's from Project 1.</p>	<p>Pupils further develop and build upon skills learnt during project 1 and 2.</p>
Assessment	<p>Assessment Criteria / CAP</p> <p>Students are marked on 4 assessment objectives. Feedback will regularly be given in written form, in line with exam board criteria and verbally.</p> <p>This will be evidenced in a review sheet in pupils individual marking folders.</p>	<p>Assessment Criteria / CAP</p> <p>Students are marked on 4 assessment objectives. Feedback will regularly be given in written form, in line with exam board criteria and verbally.</p> <p>This will be evidenced in a review sheet in pupils individual marking folders.</p>	<p>Assessment Criteria / CAP</p> <p>Students are marked on 4 assessment objectives. Feedback will regularly be given in written form, in line with exam board criteria and verbally.</p> <p>This will be evidenced in a review sheet in pupils individual marking folders.</p>

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			<p>Externally set task in the Summer term of Year 11</p> <p>To be assessed in the first half of May in year 11, as per JCQ regulations all marks are to be shared with pupils before being inputted on AQA e-submissions. An external moderator will visit school in June to verify marks.</p>
Homework	Pupils will be set homework on a weekly or two weekly basis linking in to component 1 work.	Pupils will be set homework on a weekly or two weekly basis linking in to component 1 work.	Pupils will be set homework on a weekly or two weekly basis linking in to component 2 work.
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	<p>Pupils encouraged to take part in a weekly enrichment programme.</p> <p>https://www.pinterest.co.uk/mrgmhenderson/natural-form-artists/</p>	<p>Pupils encouraged to take part in a weekly enrichment programme.</p> <p>/www.nga.gov</p> <p>https://drawpaintacademy.com/art-websites/</p>	<p>Pupils encouraged to take part in a weekly enrichment programme.</p> <p>https://drawpaintacademy.com/art-websites/</p>
Numeracy	<p>Work out ratios when sculpting with clay</p> <p>Timed tasks</p> <p>Perspective</p> <p>Scale</p> <p>Measuring is involved in the layout of research / artist sheets</p>	<p>Scale and proportion in architectural studies</p> <p>Timed tasks</p> <p>Perspective</p> <p>Measuring is involved in the layout of research / artist sheets</p>	<p>Measuring is involved in the layout of research / artist sheets</p> <p>Timed tasks</p> <p>Perspective</p> <p>Scale</p>
Literacy	<p>Use of bookmarks and developing in depth annotation of both their own work and the work of others.</p> <p>Use of key words.</p> <p>Class discussion.</p> <p>Giving feedback using criteria to support appropriate and critical comments- written and verbal.</p> <p>Questioning- verbal communication.</p> <p>Evaluation</p>		
CIAG	<p>Research skills lesson: what does effective research look like? What are reliable sources? How do we synthesise/summarise information? Linked to independent projects.</p> <p>Underwater photographer</p> <p>Set designer</p> <p>Model maker</p> <p>Career video from Year 7 review – https://www.youtube.com/watch?v=wgITX4RK528</p>	<p>Degree show visits to MMU and Lancaster</p> <p>Architect</p> <p>Fabric designer / printer</p> <p>Illustrator</p> <p>https://youtu.be/KVurkEkja80?si=jHeuOD17NFOOLsm-</p>	<p>Graphic designers</p> <p>Game designers</p> <p>Studio artist</p> <p>Illustrator</p>