

<b>OVERVIEW</b>	<p>At the Lowry Academy, students follow the exam board A.Q.A objectives. This consists of 4 areas of assessment, these are marked wholistically within their coursework. The areas of assessment are as follows: Developing ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding. Refining ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. Record ideas, observations and insights relevant to their intentions in visual and/or other forms. 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.</p>		
<b>AUTUMN</b>	<p style="text-align: center;"><b>Unit 1 (Project 1) – African project</b></p> <p>Students are guided through a variety of techniques to ensure they achieve a complete project. They follow the criteria to ensure they demonstrate all areas of research, experimentation and techniques, develop ideas and create a series of finished pieces. Students get the opportunity to develop their own ideas and techniques to encourage independence and ownership of their work.</p> <p style="text-align: center;"><b>Identity project</b></p> <p>Alongside their African project, students are expected to work on a project personal to them (as homework). They are guided through certain requirements and specific learning, but ideas are developed to encourage independence and prepare them for unit 2 in year 11</p>	<p style="text-align: center;"><b>Assessment</b></p> <p>Students are marked on the four assessment criteria.</p> <p>Students are marked summative against the criteria, this is reported at two data points in the year.</p> <p>They are given regular verbal feedback giving individualised targets for improvement.</p>	<p style="text-align: center;"><b>Personal Development</b></p> <p>Students develop specific skills and styles of working for the African project.</p> <p>Students are guided through developing independence in their identity project.</p>
<b>SPRING</b>	<p style="text-align: center;"><b>Unit 1 (Project 1) – African project</b></p> <p>Students are guided through a variety of techniques to ensure they achieve a complete project. They follow the criteria to ensure they demonstrate all areas of research, experimentation and techniques, develop ideas and create a series of finished pieces. Students get the opportunity to develop their own ideas and techniques to encourage independence and ownership of their work.</p> <p style="text-align: center;"><b>Identity project</b></p> <p>Alongside their African project, students are expected to work on a project personal to them (as homework). They are guided through certain requirements and specific learning, but ideas are developed to encourage independence and prepare them for unit 2 in year 11.</p>	<p style="text-align: center;"><b>Assessment</b></p> <p>Students are marked on the four assessment criteria.</p> <p>Students are marked summative against the criteria, this is reported at two data points in the year.</p> <p>They are given regular verbal feedback giving individualised targets for improvement.</p>	<p style="text-align: center;"><b>Personal Development</b></p> <p>Students develop specific skills and styles of working for the African project.</p> <p>Students are guided through developing independence in their identity project.</p>
<b>SUMMER</b>	<p style="text-align: center;"><b>Unit 1 (Project 2) – Animal project</b></p> <p>This project, like project 1, introduces new techniques of communication linked to specific artists work. Students develop work in the variety of areas but then decide on skills and techniques they feel best match their strengths and ideas. The independence helps to develop their skills in decision making. Through teacher guidance, students are able to take ownership of their work, whilst being supported to ensure that they are still achieving the required marks for the course.</p>	<p style="text-align: center;"><b>Assessment</b></p> <p>Students are marked on the four assessment criteria.</p> <p>Students are marked summative against the criteria, this is reported at two data points in the year.</p> <p>They are given regular verbal feedback giving individualised targets for improvement.</p>	<p style="text-align: center;"><b>Personal Development</b></p> <p>Students develop specific skills and styles of working for the Animal project.</p> <p>Students study the work of others relevant to the topic.</p>

### Useful resources for supporting your child at home

[www.Pinterest.com](http://www.Pinterest.com)

[www.theartstory.org](http://www.theartstory.org)

[www.artuk.org](http://www.artuk.org)

[www.tate.org.uk/art/art-terms](http://www.tate.org.uk/art/art-terms)

[GCSE Art and Design - BBC Bitesize](http://GCSE Art and Design - BBC Bitesize)