



Year 11
Name of Subject: Fine ART

	Autumn		Spring		Summer
Topic	Development	Final piece	Examination preparatory work	Presentation	Examination piece
Progress expected to be made (ARE/Exam Data)	Work must demonstrate the following: _ Refinement _ Modification _ Discrimination _ Rigour _ Realisation of intentions _ Reviewing _ Refinement _ Composition _ Colour ways _ Background	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	The early release paper will be issued on 2 January each year and will provide learners with five themes, each with a range of written and visual starting points and stimuli. • A response should be based on one of these options.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Learners will have up to 10 hours in which to independently realise their response(s) through the production of one or more artefact(s)/ product(s)/personal outcome(s). Within the 10-hour supervised time period, learners are required to provide evidence of all assessment objectives in response to their chosen starting point or stimulus.

Assessment	Use visual language as appropriate to their own creative intentions and chosen areas of study through effective and safe use of:- media, materials, techniques, processes and technologies	Learners must show they have: <ul style="list-style-type: none"> • developed ideas through investigations and demonstrated critical understanding of sources from a given starting point • produced material informed by context that is relevant to the development of their ideas • refined work by exploring ideas, selecting and experimenting with media appropriate to their chosen specification title and area(s) of study • recorded ideas, observations and insights relevant to intentions as work progresses • presented a personal and meaningful response that realises intentions. 	Within GCSE (9–1) Art and Design, learners must demonstrate their ability to draw together different areas of skills, knowledge and understanding from across their chosen course of study. The Externally set task allows learners to produce an extended response(s) within the context of the creative process. The extended response(s) must be of sufficient length to allow the learner to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. This practical response may take the form of a range of visual, tactile and sensory approaches	OCR's GCSE (9–1) in Art and Design is designed to have a fully synoptic approach to teaching and learning supported with equally weighted assessment objectives. This enables learners to produce work that is practical, exploratory and contextually-researched in an integrated way. <ul style="list-style-type: none"> • Synoptic assessment is the learners understanding of the connections between different elements of the subject. It involves the explicit combining of knowledge, skills and understanding within different parts of the GCSE (9–1) Art and Design course. 	To ensure teachers are marking to the correct standard, teachers who are delivering the GCSE (9–1) course should ensure they use the GCSE (9–1) marking criteria, performance descriptors and reference exemplar work for each level. These are available on the OCR website, www.ocr.org.uk . For Component 01 (Portfolio) a mark for each Assessment Objective should be awarded out of a maximum of 30 marks. These four marks should be recorded on the Assessment Record Sheet found on the OCR website and totalled to give a final mark out of a maximum of 120 for this component. For Component 02 (Externally set task) a mark for each Assessment Objective should be awarded out of a maximum of 20 marks. These four marks should be recorded on the Assessment Record Sheet found on the OCR website, and totalled to give a final mark out of a maximum of 80 marks for this component. To select the most appropriate mark in the band descriptor, teachers should use the following guidance: <ul style="list-style-type: none"> • where the learner's work convincingly meets the statement, the highest mark should be awarded • where the learner's work adequately meets the statement, the most appropriate mark in the middle of the range should be awarded • where the learner's work just meets the statement, the lowest mark should be awarded.
Use of Home Learning	Research the social, moral , cultural and spiritual meaning behind their development ideas	Complete outstanding classwork	Complete outstanding classwork	Complete outstanding classwork	NA

Literacy & Numeracy	<p>Annotate how they have realised their intentions through sustained investigations whilst working towards a final piece.</p> <p>Social Moral Spiritual Cultural analysis</p>	Annotate how they have realised their intentions through sustained investigations whilst working towards a final piece.	Use appropriate specialist vocabulary through either visual communication or written annotation or both.	Use appropriate specialist vocabulary through either visual communication or written annotation or both.	NA
Examination Preparation / Link	Demonstration of the selection of appropriate methods and media to communicate responses	There is no restriction on the scale of work produced or the timeframe for undertaking the work but learners should carefully select, organise and present work to ensure that they provide evidence of meeting all four assessment objectives.	All selected work produced for the component, including the research, planning and development work produced in the preparatory period must be submitted for assessment.	The Externally set task gives learners an opportunity to provide an extended practical response(s). This will allow learners to demonstrate their ability to construct and develop a sustained line of reasoning which is of sufficient length to be coherent, relevant, substantiated and logically constructed	NA
Review of Assessment/ Curriculum Model	Refine their work as it progresses through researching, selecting, analysing and presenting artefacts, products and personal outcomes	The practical portfolio should be viewed as a whole and judgements regarding the extent to which all of the assessment objectives have been met should be made across the submission as a whole.	The amount of time given to learners for the preparation period should be determined by centres. Learners must be given a preparatory period during which they will research, plan and develop ideas for their own response to the option they have chosen. Guidance should be given to learners about availability and choice of materials, health and safety, avoidance of plagiarism and completion of work in accordance with specification requirements and procedures. However, it should be remembered that learners are required to reach their own judgements and conclusions and must work independently to produce their own personal response.	Learners can continue to work on their preparatory work until the first period of supervised time commences, after which, preparatory work must not be amended or developed further. Learners must refer to their preparatory work during the 10-hour supervised time period.	NA