

# GCSE Art & Design – Art

## Curriculum Intent 2023-2024

Art is for everyone, and we all have the right to access it. Art records our culture and the world we live in; it represents our history, our present and opens our mind for future preparation. The definition of art could be considered “**the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power.**” From birth, we begin to identify objects by recognising shape, as a toddler, we make marks on paper and as adults, we communicate with a Visual Language of colour, shape and texture. Studying the subject art is truly part of lifelong learning; it is a never-ending journey of discovery. Our students are welcomed into a supportive yet challenging subject area where they will study art culture and making in breadth and depth. Our pupils achieve by experiencing a broad, balanced learning journey that is exciting and motivating.

<https://www.tate.org.uk/art/talking-point/why-study-art>

Brine Leas students are inspired by a variety of challenging opportunities to respond theoretically and practically to a variety of artists, craftspeople and designers. The learning opportunities in each stage provide future preparation for the next steps in learning. As such, the students develop their proficiency in art making, confidence in expressing themselves and communicating as they move through each year. The curriculum follows a spiral-learning path; students recall ‘old’ knowledge and grapple with challenging opportunities to acquire new knowledge and skill. There is an expectation of future preparation and progression as the students revisit different media: ceramics, drawing, painting, printmaking and sculpting. Each of these media are supported with a breadth of contextual knowledge; engaging and inspiring the students to make their own personal statements about different cultures, religions and social issues.

There is an expectation for students to become proficient at communicating using all the Formal Elements; exploiting the Visual Language to create engaging and stimulating artwork and responding to the world around them. The visual language can be read by all ages and abilities. Our students are encouraged to express themselves visually and to become reflective thinkers, making their own creative responses to the world around them. Community involvement and student exhibitions locally allow the students to share their creative messages, taking pride in their work around school and within the wider community.

Visits to galleries allow students to experience real life artwork, observing and connecting with the artists’ messages and thoughts. Students are taught how to analyse, research and give opinions independently, reading the work using their visual language.

The Key Stage 3 curriculum delivers a solid foundation of creative and critical thinking, personal development and technical ability. The knowledge and skills delivered at KS3 prepare our students for success at GCSE, A Level and lifelong learning. The order in which these elements are delivered will be flexible across the department to allow for efficient and effective use of resources.

GCSE Art and Design is a vehicle to develop creative thinking, reflective practice and build skill into a deeper more personal level. Students are guided to experience a wide variety of media, materials and techniques and will learn about artists' work. We aim to encourage students to be experimental, to work from observation and imagination and to develop a journey of ideas from the beginning to the end. Students will learn to have ownership over their art making therefore building independence and maturity within their creative studies. The AQA specification allows students to develop the skills to explore, create and communicate their own ideas both visually and theoretically.

### **Trips and visits**

Gallery visits (independent and with school).

### **Assessment**

Two units of work assessed across four assessment objectives:

Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.

Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.

Assessment objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Unit one: 60%

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Unit two: 40%

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives

Please see website for internal assessment record.

### **Homework**

Independent development outside of the lesson is essential: students are expected to complete one hour of homework for each lesson. The student will develop their own ideas with guidance from their teacher.

## Clubs and/or intervention

Lunchtime sessions and after school sessions are available every week.

## Parental/Carer support

Coursework is continuous across the two years of study; you will find your child frequently working on Art at home. Students often enjoy sharing their progress at home, please have a look in their sketchbooks. Gallery visits local or national are helpful. Students may wish to have their own materials to help with their studies at home; we have a recommended kit list on Wisepay. If you wish to do so you can order online for quality products at a catalogue price.

## Helpful sources of information

Course information:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

High quality exemplars of GCSE Art work:

<https://www.studentartguide.com/>

Websites for Art:

<https://www.royalacademy.org.uk/>

<https://www.tate.org.uk/art>

<https://www.art2day.co.uk/>

<https://www.thisiscolossal.com/>

<https://www.npg.org.uk/>

<https://www.saatchiart.com/>

## Future learning & Careers

Creative industries. For example: animation, architect, commercial art gallery, art therapist, community arts worker, exhibition designer/ curator, fine artist, graphic designer, illustrator, marketing, stylist and teacher.

GCSE provides a strong foundation for further study at AS and A-level in a variety of endorsements (Art, craft and design, fine art, graphics, photography, textiles and 3D design). Art historian and conservator.

BTEC NVQ/SVQ linked to an interest art, such as: graphics design, fashion styling, art and design, printmaking, media, performing art, photography, fine art, beauty therapy, hairdressing and professional cookery.

Apprenticeships: theatre lighting technician, trainee technical graphic design assistant, florist, garden designer, beauty therapist and chef.

## Year 10 Overview

| Term        | Knowledge  | Assessment  | Connections to learning  |
|-------------|--|---|--|
| Autumn<br>1 | <p align="center"><b>Component one Portfolio 60% Mini project (foundation skill building before major coursework project in Jan)</b></p> <p align="center">Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.<br/>Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Rationale: Students transition from KS3 to GCSE with the support of teacher lead workshops. Working in a range of media and scale, students respond to a teacher set theme. Students identify and research a collection of artists/ cultures relevant to the teacher-selected theme. The students will investigate the context the artist work within and its impact on the viewer. Students work in a variety of scale and media.</p> |   |  |
|             | <ul style="list-style-type: none"> <li>➤ How to draw from observation.</li> <li>➤ Understanding of how to measure using proportion and grids.</li> <li>➤ Knowledge and experience of what materials work best for certain scales and subject matters.</li> <li>➤ Experience and knowledge of how to use a variety of media competently (Watercolour, acrylic, graphic products and photography)</li> <li>➤ How to work on a bigger scale/ how to enlarge.</li> <li>➤ How to work on a variety of surfaces.</li> <li>➤ SMSC; in collaboration with their teacher, the students will become more involved in the direction of their own project; beginning to make decisions like subject matter, media and contextual references.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Assessment is led by the exam board Assessment Objectives.</li> <li>➤ Tasks are planned, introduced and delivered using a department task sheet pro forma. This clearly communicates the tasks criteria, covers assessment objective information and exam board marking criteria.</li> <li>➤ When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. These sheets are to be stored in each students Art handbook. These are kept at school in their portfolios.</li> <li>➤ Task scores are tracked on a pupil tracker sheet; this in the front of their Art Handbook; this gives students an indication of how they are achieving holistically across the AO's.</li> <li>➤ Dialogue is constant in classes; students have at least one tutorial with a teacher each fortnight.</li> <li>➤ Sharing good practice from students and helping individuals on specific areas for improvement e.g. 1:1 demonstrations.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree.</li> <li>➤ SMSC 1 Personal development; time management, planning work and organisation of equipment.</li> </ul> |

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|             |  | <ul style="list-style-type: none"> <li>➤ Successful work/ elements of students' work will be showcased to the rest of the class/ department/school.</li> <li>➤ Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary</li> <li>➤ Successful work/ elements of students' work will be showcased to the rest of the class/ department/school.</li> <li>➤ Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary.</li> </ul>   |   |
| Autumn<br>2 | <p style="text-align: center;"><b>Component one Portfolio 60% Mini project (foundation skill building before major coursework project in Jan)</b></p> <p style="text-align: center;">Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.<br/>Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Rationale: Students transition from KS3 to GCSE with the support of teacher lead workshops. Working in a range of media and scale, students respond to a teacher set theme. Students identify and research a collection of artists/ cultures relevant to the teacher-selected theme. The students will investigate the context the artist work within and its impact on the viewer. Students work in a variety of scale and media.</p> |   |   |
|             | <ul style="list-style-type: none"> <li>➤ Students learn how to research effectively.</li> <li>➤ Students become familiar with recommended research sources.</li> <li>➤ Students learn how to describe, analyse and formulate own opinions about artists.</li> <li>➤ Students will learn how to select artists that are relevant to their studies.</li> <li>➤ Students will understand the importance of artist influence on their own work.</li> <li>➤ Students gain knowledge on how to use a range of media, processes and techniques.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Assessment is led by the exam board Assessment Objectives.</li> <li>➤ Tasks are planned, introduced and delivered using a department task sheet pro forma. This clearly communicates the tasks criteria, covers assessment objective information and exam board marking criteria.</li> <li>➤ When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. These sheets are to be stored in each students Art handbook. These are kept at school in their portfolios.</li> <li>➤ Task scores are tracked on a pupil tracking sheet; this in the front of their Art Handbook;</li> </ul> | <ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree. SMSC 1 Personal development; time management, planning work and organisation of equipment.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>➤ Students become risk takers, understanding that progress comes from experimenting and refinement.</li> <li>➤ Students develop the ability to critically annotate their work. They will learn how to communicate their ideas practically and theoretically.</li> <li>➤ Students learn how to creatively respond to their theme and artists. At this stage, their teacher may lead them.</li> <li>➤ Students learn how they can personalise the development of their artwork.</li> <li>➤ Learn how to work on a sustained project.</li> <li>➤ SMSC: with teacher guidance, the students will begin to independently select their own artists for research. Students will critically analyse the artists' work and how they communicate using the formal elements. The context in which the work is made is also of importance.</li> </ul> | <p>this gives students an indication of how they are achieving holistically across the AO's.</p> <ul style="list-style-type: none"> <li>➤ Dialogue is constant in classes; students have at least one tutorial with a teacher each fortnight.</li> <li>➤ Sharing good practice from students and helping individuals on specific areas for improvement e.g. 1:1 demonstrations.</li> <li>➤ Successful work/ elements of students' work will be showcased to the rest of the class/ department/school.</li> <li>➤ Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary</li> <li>➤ Successful work/ elements of students' work will be showcased to the rest of the class/ department/school.</li> <li>➤ Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary.</li> </ul> | <p>SMSC 6: Cultural Development; contextual references.</p> |
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| <p><b>Spring<br/>1</b></p> | <p><b>Component one: Portfolio 60%</b></p> <p>Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Student work in AO 1, 2 and 3 to develop their project.</p> <p>Rationale: Students will study a range of artists linked to their theme. These will cover a range of cultures, subject matters and time periods. The students will study how the Visual Elements (Colour, Form, Line, Shape, Texture and Tone) have been used by their chosen artists. The students are encouraged to explorative in their research and investigate the context in which the work has been made.</p> |
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### Component one: Portfolio 60%

Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.  
Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

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Spring  
2

➤ As above students, develop their ideas on their sustained journey of art making to the set theme. Lessons and tasks are personalised to suit the individual's projects/ strengths.

➤ Assessment is led by the exam board Assessment Objectives.  
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 Assessment objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Rationale: Students will study a range of artists linked to their theme. These will cover a range of cultures, subject matters and time periods. The students will study how the Visual Elements (Colour, Form, Line, Shape, Texture and Tone) have been used by their chosen artists. The students are encouraged to be explorative in their research and investigate the context in which the work has been made.

Summer  
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| <p>Summer</p> |  |   |  |

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| <ul style="list-style-type: none"> <li>➤ Students learn how to draw a unit of work to conclusion; combining knowledge, ideas and skills together to create a practical outcome supported with annotation.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Assessment is led by the exam board Assessment Objectives.</li> <li>➤ Tasks are planned, introduced and delivered using a department task sheet pro forma. This clearly communicates the tasks criteria, covers assessment objective information and exam board marking criteria.</li> <li>➤ When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. These sheets are to be stored in each students Art handbook. These are kept at school in their portfolios.</li> <li>➤ Task scores are tracked on a pupil tracking sheet; this in the front of their Art Handbook; this gives students an indication of how they are achieving holistically across the AO's.</li> <li>➤ Dialogue is constant in classes; students have at least one tutorial with a teacher each fortnight.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree.</li> <li>➤ SMSC 1 Personal development; time management, planning work and organisation of equipment. SMSC 6: Cultural Development; contextual references.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>➤ Students will learn about the exam process (time, pace, space and resources required).</li> <li>➤ Students will complete a practice piece to guide the independent exam process.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Mock exam; students will be trained to prepare for independent work on a sustained piece of artwork.</li> </ul>  |  |

## Year 11 Overview

| Term        | Knowledge   | Assessment | Connections to learning |
|-------------|---|------------|-------------------------|
| Autumn<br>1 | <p><b>Component one: Portfolio 60%</b></p> <p>Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> |            |                         |

Assessment objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Rationale: Students will study a range of artists linked to their theme. These will cover a range of cultures, subject matters and time periods. The students will study how the Visual Elements (Colour, Form, Line, Shape, Texture and Tone) have been used by their chosen artists. The students are encouraged to be explorative in their research and investigate the context in which the work has been made.

- Follow the same process of recording, investigating, develop and responding through Year 11.
- However, students have a foundation of knowledge and can take more ownership of their work. Please see cycle used for Year 10; a second unit of coursework is entered for the portfolio that can supplement first unit for weaker students.
- The second coursework unit is only one term long (released January 1<sup>st</sup>).

- Assessment is led by the exam board Assessment Objectives.
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- Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.
- Externally set assignment will rely upon key skills taught during the portfolio unit.
- Skills feed into A Level, foundation courses and degree.
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| <p style="color: blue; font-weight: bold;">Autumn<br/>2</p>  | <p><b>Component one: Portfolio 60%</b></p> <p>Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.<br/> Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.<br/> Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.<br/> Assessment objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Rationale: Students will study a range of artists linked to their theme. These will cover a range of cultures, subject matters and time periods. The students will study how the Visual Elements (Colour, Form, Line, Shape, Texture and Tone) have been used by their chosen artists. The students are encouraged to explorative in their research and investigate the context in which the work has been made.</p> |  |  |
| <ul style="list-style-type: none"> <li>➤ Follow the same process of recording, investigating, develop and responding through Year 11.<br/>However, students have a foundation of knowledge and can take more ownership of their work. Please see cycle used for Year 10; a second unit of coursework is entered for the portfolio that can supplement first unit for weaker students.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Assessment is led by the exam board Assessment Objectives.</li> <li>➤ Tasks are planned, introduced and delivered using a department task sheet pro forma. This clearly communicates the tasks criteria, covers assessment objective information and exam board marking criteria.</li> <li>➤ When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. These sheets are to be stored in each students Art handbook. These are kept at school in their portfolios.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree. SMSC 1 Personal development; time</li> </ul> |  |

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|                     |   | <ul style="list-style-type: none"> <li>➤ Task scores are tracked on a pupil tracking sheet; this in the front of their Art Handbook; this gives students an indication of how they are achieving holistically across the AO's.</li> <li>➤ Dialogue is constant in classes; students have at least one tutorial with a teacher each fortnight.</li> <li>➤ Sharing good practice from students and helping individuals on specific areas for improvement e.g. 1:1 demonstrations.</li> <li>➤ Successful work/ elements of students' work will be showcased to the rest of the class/ department/school.</li> <li>➤ Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary</li> <li>➤ Successful work/ elements of students' work will be showcased to the rest of the class/ department/school.</li> <li>➤ Group critiques will develop students' ownership of project and confidence in using subject specific vocabulary.</li> <li>➤ Deadline for all coursework to be complete Christmas.</li> </ul> | <p>management, planning work and organisation of equipment.<br/>SMSC 6: Cultural Development; contextual references.</p>  |
| <b>Spring<br/>1</b> | <p><b>Component two: Externally Set Assignment 40%</b></p> <p>Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.<br/>Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> |  |   |
|                     | <ul style="list-style-type: none"> <li>➤ Students will prepare for their exam: They will complete an investigation into a theme they choose from the exam paper (choice from ten themes).</li> <li>➤ Students are to follow weekly tasks to ensure they're ready for the exam.</li> </ul>     | <ul style="list-style-type: none"> <li>➤ Work cannot be assessed during this period: it is essential that dialogue between student and teacher is constructive.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.</li> </ul> |

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|             | <p><b>STAGE ONE</b></p> <ul style="list-style-type: none"> <li>➤ <b>Week 1</b> three Pages of creative thinking responding to theme. <b>Week 1 and 3</b> three double pages investigating three artists. One double page per artist. To include analysis (using the visual elements, your opinions and images).</li> <li>➤ <b>Week 4</b> two Pages of photography (including contact sheet). Record primary sources linked to the development of theme and artist idea. Annotate what has been done and why.</li> </ul> <p><b>STAGE 2</b></p> <ul style="list-style-type: none"> <li>➤ <b>Week 5 and 6</b> 4 pages of primary source studies developing response to the theme and your use of the visual elements. Use of a range of media. Annotation to support.</li> </ul> |  | <ul style="list-style-type: none"> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree. SMSC 1 Personal development; time management, planning work and organisation of equipment. SMSC 6: Cultural Development; contextual references.</li> </ul> |
| Spring<br>2 | <p><b>Unit two Externally Set Assignment 40%</b></p> <p>Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>  |  |   |
|             | <ul style="list-style-type: none"> <li>➤ <b>STAGE 3</b></li> <li>➤ <b>Week 7</b> 3 pages to develop idea with primary sources and artist influence. Reflect on choice of media, composition, subject and experimenting with techniques and processes. Annotation of all work. Students should now have begun to come to a conclusion.</li> </ul>  |  | <ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> </ul>  |

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|                     | <ul style="list-style-type: none"> <li>➤ <b>Week 9</b> Completion of practice piece either to scale on paper or a miniature on a canvas sheet, canvas or canvas board. Begin to source materials required for the exam (specific paints and canvas). Refinement of idea to the next step from practice piece. Grid up new development (composition/idea) and sketch out composition onto canvas. Make a timescale for the exam; reflect on success of mock. Written statement of intent in sketchbook.</li> <li>➤ <b>STAGE 4</b></li> <li>➤ <b>Week 10</b> Completion of final piece during the two-day exam. The final piece will be completed in exam conditions.</li> </ul> |   | <ul style="list-style-type: none"> <li>➤ Skills feed into A Level, foundation courses and degree. SMSC 1 Personal development; time management, planning work and organisation of equipment SMSC 6: Cultural Development; contextual references..</li> </ul>   |
| <b>Summer<br/>1</b> | <b>Internal moderation and final mark across the four AO's.</b><br><br>Final tweaks to refine portfolio.   |   |  |
|                     | <ul style="list-style-type: none"> <li>➤ Refinement following teacher feedback.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Portfolio unit is assessed for the final time; students have a very short period to refine their work before final moderation (Approx. two weeks)</li> </ul> | <ul style="list-style-type: none"> <li>➤ Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill.</li> <li>➤ Externally set assignment will rely upon key skills taught during the portfolio unit.</li> <li>➤ Skills feed into A Level, foundation courses and degree.</li> <li>➤ SMSC 1 Personal development; time management, planning work and organisation of equipment.</li> </ul> |

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|             |   |  | ➤ SMSC 6: Cultural Development;<br>contextual references. |
| Summer<br>2 | External moderation<br>Course complete. |  |   |