	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half term 6
Topic	GCSE Main Portfolio (component 01) 60% of final GCSE grade	GCSE Main Portfolio (component 01) 60% of final GCSE grade	GCSE Externally set task (component 02) 40% of final GCSE grade.	GCSE Externally set task (component 02) 40% of final GCSE grade.	Additional Art skills	Additional Art skills/ Study leave
Overview of topic	Portfolio themes (set by class teacher and subject to annual change) given to all: 1. EMOTIONS 2. JOURNEY 3. TIME • Title Page complete a title age which links to the chosen theme. • Mind Map Explore a range of ideas and communicate clearly what	 Developing Ideas for component 01. Refining Ideas for component 01. Work on final outcome. Complete final piece & improve portfolio. 	 Title page/Question & Mind Map. Mood Board Artist Research Initial Ideas Recording ideas 	 Recording from direct observation/Improving portfolio & start experimentation. Experiment with different ideas, materials and techniques. Selecting your best ideas. Final idea & planning for the 10 hour 'exam'. EXAM FOR EXTERNALLY SET TASK 10 hr exam over 2 full days. 	RESULTS DAY (April/May) Teacher marks given to students for Component 01 & 02 MARKS FOR COMPONENT 01 & 02 MUST BE WITH OCR BY 15th MAY AT THE LATEST!!	 Cartoon work Drawing from text Creating a wal hanging Textile work – making purse/spectacholder

your outcome
is.
Mood board
gather images
linked to your
theme.
• Primary
sourced
images start
to gather
images that
you already
have or can
photograph.
• Initial ideas
start to sketch
out some
initial ideas
based on your
mood board,
mind map and
images that
you have
taken
(optional)
• Artist
Inspiration x3
Analysing Art
work.
Sketchbook 2
x A4 pages
per artist.

Learning	Re visiting prior	Re visiting prior	Re visiting prior	Re visiting prior	Re visiting prior	Re visiting prior
objectives	knowledge of a	knowledge of a	knowledge of a	knowledge of a	knowledge and skills	knowledge and
•	guided portfolio	guided portfolio	portfolio and skills	portfolio and skills	taught in Year 10	skills taught in Year
	and skills taught	and skills taught	taught in Year 10	taught in Year 10		10
	in Year 10	in Year 10				
Scaffolding for	Support SEND	Support SEND	Support SEND pupils -	Support SEND pupils -	Support SEND pupils -	Support SEND
SEND to	pupils - any key	pupils - any key	any key terms	any key terms	any key terms	pupils - any key
ensure quality	terms presented	terms presented	presented as	presented as handouts	presented as handouts	terms presented as
first teaching	as handouts and	as handouts and	handouts and teacher	and teacher power	and teacher power	handouts and
	teacher power	teacher power	power points made	points made available	points made available	teacher power
	points made	points made	available for all online	for all online (Teams).	for all online (Teams).	points made
	available for all	available for all	(Teams).	Any SEND support	Any SEND support	available for all
	online (Teams).	online (Teams).	Any SEND support	directed as per school	directed as per school	online (Teams).
	Any SEND support	Any SEND	directed as per school	policy and exam	policy and exam	Any SEND support
	directed as per	support directed	policy and exam	support.	support.	directed as per
	school policy and	as per school	support.			school policy and
	exam support.	policy and exam				exam support.
		support.				
Careers input	Artist, Graphic	Artist, Graphic	Artist, Graphic	Artist, Graphic	Artist, Art historian,	Artist, Art historian,
	Designer, Make-	Designer, Make-	Designer, Make-up	Designer, Make-up	Museum curator,	Museum curator,
	up artist,	up artist,	artist, Illustrator, etc.	artist, Illustrator, etc.	conservationist,	conservationist,
	Illustrator, etc.	Illustrator, etc.			University lecturer,	University lecturer,
					etc.	etc.
Links (prior	Learners in	Learners in	Learners in England	Learners in England	Learners in England	Learners in England
knowledge,	England who are	England who are	who are beginning a	who are beginning a	who are beginning a	who are beginning
future	beginning a GCSE	beginning a GCSE	GCSE (9-1) Art and	GCSE (9–1) Art and	GCSE (9–1) Art and	a GCSE (9–1) Art
knowledge)	(9–1) Art and	(9–1) Art and	Design course are	Design course are likely	Design course are	and Design course
	Design course are	Design course are	likely to have followed	to have followed a Key	likely to have followed	are likely to have
	likely to have	likely to have	a Key Stage 3	Stage 3 programme of	a Key Stage 3	followed a Key
	followed a Key	followed a Key	programme of study	study in Art and Design	programme of study in	Stage 3 programme
	Stage 3	Stage 3	in Art and Design or	or equivalent. The	Art and Design or	of study in Art and
	programme of	programme of	equivalent. The	specification aims to	equivalent. The	Design or
	study in Art and	study in Art and	specification aims to	support a learner's	specification aims to	equivalent. The

Design or equivalent. The specification aims to support a learner's progression path. Although no prior knowledge of the subject is required, it is intended to form part of an educational continuum that progresses from Key Stages 1 and 2 in the National Curriculum for Art. It will support progression from GSCE (9-1) into AS level or A level study, Higher Education, **Further** Education, training or employment. It also aims to support those learners who will study subjects or take up careers

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employers, colleges

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There are a number of

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	for which an art	for which an art	and universities for	OCR Art and Design	selection purposes.	transferable skills
	and design	and design	selection purposes.	specifications available.	There are a number of	gained in this
	background is	background is	There are a number of	Find out more at	OCR Art and Design	specification can be
	relevant or for	relevant or for	OCR Art and Design	www.ocr.org.uk.	specifications	utilised. It may be
	subjects or	subjects or	specifications	www.ocr.org.uk.	available. Find out	used by teachers,
	careers where the	careers where the	available. Find out		more at	employers, colleges
	transferable skills	transferable skills	more at		www.ocr.org.uk.	and universities for
	gained in this	gained in this	www.ocr.org.uk.		www.oci.org.uk.	selection purposes.
	•	specification can	www.ocr.org.uk.			There are a number
	specification can					of OCR Art and
	be utilised. It may	be utilised. It may				
	be used by	be used by				Design
	teachers,	teachers,				specifications
	employers,	employers,				available. Find out
	colleges and	colleges and				more at
	universities for	universities for				www.ocr.org.uk.
	selection	selection				
	purposes. There	purposes. There				
	are a number of	are a number of				
	OCR Art and	OCR Art and				
	Design	Design				
	specifications	specifications				
	available. Find out	available. Find				
	more at	out more at				
	www.ocr.org.uk.	www.ocr.org.uk.				
Key	Painting (various	Painting (various	Painting (various	Painting (various	Painting (various	Painting (various
Vocabulary	media), drawing	media), drawing	media), drawing	media), drawing	media), drawing	media), drawing
	(various media),	(various media),	(various media),	(various media),	(various media),	(various media),
	printing (e.g.	printing (e.g.	printing (e.g. block	printing (e.g. block	printing (e.g. block	printing (e.g. block
	block printing),	block printing),	printing), stencils,	printing), stencils,	printing), stencils,	printing), stencils,
	stencils, carving,	stencils, carving,	carving, modelling,	carving, modelling,	carving, modelling,	carving, modelling,
	modelling,	modelling,	constructing, mosaic,	constructing, mosaic,	constructing, mosaic,	constructing,
	constructing,	constructing,	mobiles,	mobiles, environmental	mobiles,	mosaic, mobiles,
	mosaic, mobiles,	mosaic, mobiles,	environmental art,	art, graffito, kinetic	environmental art,	environmental art,

	environmental	environmental	graffito, kinetic media,	media, light based	graffito, kinetic media,	graffito, kinetic
	art, graffito,	art, graffito,	light based media,	media, digital media,	light based media,	media, light based
	kinetic media,	kinetic media,	digital media, mixed-	mixed-media.	digital media, mixed-	media, digital
	light based media,	light based	media.		media.	media, mixed-
	digital media,	media, digital				media.
	mixed-media.	media, mixed-				
		media.				
Review and	FORMATIVE	FORMATIVE	FORMATIVE	FORMATIVE	Results Day – students	Non assessed work
Assessment	ASSESSMENT	ASSESSMENT	<u>ASSESSMENT</u>	<u>ASSESSMENT</u>	will be individually	
(including	A snapshot will be	A snapshot will be	A snapshot will be	A snapshot will be	given an overall mark	
opportunities	taken regularly	taken regularly	taken regularly	taken regularly	and individual	
for retrieval	throughout the	throughout the	throughout the year	throughout the year	component	
practice)	year alongside a	year alongside a	alongside a tracker to	alongside a tracker to	breakdown. If	
	tracker to ensure	tracker to ensure	ensure students are	ensure students are	students are able to	
	students are	students are	completing the	completing the	sign and agree with	
	completing the	completing the	necessary work. The	necessary work. The	teacher marks then	
	necessary work.	necessary work.	snapshot will show	snapshot will show	they will sign a	
	The snapshot will	The snapshot will	grading as presented	grading as presented	declaration to agree	
	show grading as	show grading as	under GCSE criteria at	under GCSE criteria at	for marks to be	
	presented under	presented under	that moment in time	that moment in time	submitted to OCR. If a	
	GCSE criteria at	GCSE criteria at	and does not show a	and does not show a	query is raised then	
	that moment in	that moment in	predicted grade.	predicted grade.	school will arrange for	
	time and does not	time and does	<u>SUMMATIVE</u>	<u>SUMMATIVE</u>	the work sample to be	
	show a predicted	not show a	ASSESSMENT	<u>ASSESSMENT</u>	remarked (where it is	
	grade.	predicted grade.	Component 02 is the	Component 02 is the	deemed to be	
	<u>SUMMATIVE</u>	SUMMATIVE	Externally set task.	Externally set task. The	appropriate for a	
	ASSESSMENT	ASSESSMENT	The early release	early release paper will	remark) prior to	
	Component 01 is	Component 01 is	paper will be issued	be issued on 2 January	submission to OCR.	
	the Portfolio.	the Portfolio.	on 2 January in the	in the year of	Teacher will share	
	Learners must	Learners must	year of certification. It	certification. It will	prior years grade	
	produce work in	produce work in	will provide learners	provide learners with	thresholds with the	
	response to a	response to a	with five themes each	five themes each with	understanding that	
	centre- or learner-	centre- or	with written and	written and visual	these grade thresholds	

set starting point,	learner-set	visual starting points	starting points or	move regularly and	
brief, scenario, or	starting point,	or stimuli. From these,	stimuli. From these, one	grades cannot be	
stimulus: a	brief, scenario, or	one option must be	option must be selected	guaranteed until	
portfolio of	stimulus: a	selected by the	by the learner on which	results are issued in	
practical work.	portfolio of	learner on which they	they must base their	August in the year of	
This component is	practical work.	must base their	personal response.	certification.	
a non-exam	This component	personal response.	Centres will allow		
assessment. It is	is a non-exam	Centres will allow	learners a set period of		
internally	assessment. It is	learners a set period	time, at their discretion,		
assessed and	internally	of time, at their	to prepare for the		
externally	assessed and	discretion, to prepare	Externally set task 10-		
moderated using	externally	for the Externally set	hour supervised time		
the marking	moderated using	task 10-hour	period. The Externally		
criteria as set by	the marking	supervised time	set task is a non-exam		
OCR. This	criteria as set by	period. The Externally	assessment. It is		
component is	OCR. This	set task is a non-exam	internally assessed and		
marked out of	component is	assessment. It is	externally moderated		
120 marks and	marked out of	internally assessed	using the marking		
contributes 60%	120 marks and	and externally	criteria as set by OCR.		
to the overall	contributes 60%	moderated using the	This component is		
weighting of	to the overall	marking criteria as set	marked out of 80 marks		
OCR's GCSE (9-1)	weighting of	by OCR. This	and contributes 40% to		
in Art and Design.	OCR's GCSE (9-1)	component is marked	the overall weighting of		
	in Art and Design.	out of 80 marks and	OCR's GCSE (9–1) in Art		
		contributes 40% to	and Design.		
		the overall weighting			
		of OCR's GCSE (9–1) in			
		Art and Design.			