

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half term 6
Topic	<p><b><u>GCSE Main Portfolio (component 01)</u></b></p> <p>60% of final GCSE grade</p>	<p><b><u>GCSE Main Portfolio (component 01)</u></b></p> <p>60% of final GCSE grade</p>	<p><b><u>GCSE Externally set task (component 02)</u></b></p> <p>40% of final GCSE grade.</p>	<p><b><u>GCSE Externally set task (component 02)</u></b></p> <p>40% of final GCSE grade.</p>	<p><b><u>Additional Art skills</u></b></p>	<p><b><u>Additional Art skills/ Study leave</u></b></p>
Overview of topic	<p><b><u>Portfolio themes</u></b> (set by class teacher and subject to annual change) given to all:</p> <ol style="list-style-type: none"> <li>EMOTIONS</li> <li>JOURNEY</li> <li>TIME</li> </ol> <ul style="list-style-type: none"> <li><u>Title Page</u> complete a title page which links to the chosen theme.</li> <li><u>Mind Map</u> Explore a range of ideas and communicate clearly what</li> </ul>	<ul style="list-style-type: none"> <li><u>Developing</u> Ideas for component 01.</li> <li><u>Refining</u> Ideas for component 01.</li> <li>Work on <u>final outcome</u>.</li> <li>Complete final piece &amp; improve portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>Title page/Question &amp; Mind Map.</li> <li>Mood Board</li> <li>Artist Research</li> <li>Initial Ideas</li> <li>Recording ideas</li> </ul>	<ul style="list-style-type: none"> <li>Recording from direct observation/Improving portfolio &amp; start experimentation.</li> <li>Experiment with different ideas, materials and techniques.</li> <li>Selecting your best ideas.</li> <li>Final idea &amp; planning for the 10 hour 'exam'.</li> <li><b><u>EXAM FOR EXTERNALLY SET TASK</u></b> 10 hr exam over 2 full days.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>RESULTS DAY (April/May)</u></b> Teacher marks given to students for Component 01 &amp; 02</li> <li>MARKS FOR COMPONENT 01 &amp; 02 MUST BE WITH OCR BY 15th MAY AT THE LATEST!!</li> </ul>	<ul style="list-style-type: none"> <li>Cartoon work</li> <li>Drawing from a text</li> <li>Creating a wall hanging</li> <li>Textile work – making purse/spectacle holder</li> </ul>

	<p>your outcome is.</p> <ul style="list-style-type: none"> <li>• <u>Mood board</u> gather images linked to your theme.</li> <li>• <b><u>Primary sourced images</u></b> start to gather images that you already have or can photograph.</li> <li>• <b><u>Initial ideas</u></b> start to sketch out some initial ideas based on your mood board, mind map and images that you have taken (optional)</li> <li>• <u>Artist Inspiration x3</u> <u>Analysing Art work.</u> Sketchbook 2 x A4 pages per artist.</li> </ul>					
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Learning objectives	Re visiting prior knowledge of a guided portfolio and skills taught in Year 10	Re visiting prior knowledge of a guided portfolio and skills taught in Year 10	Re visiting prior knowledge of a portfolio and skills taught in Year 10	Re visiting prior knowledge of a portfolio and skills taught in Year 10	Re visiting prior knowledge and skills taught in Year 10	Re visiting prior knowledge and skills taught in Year 10
Scaffolding for SEND to ensure quality first teaching	Support SEND pupils - any key terms presented as handouts and teacher power points made available for all online (Teams). Any SEND support directed as per school policy and exam support.	Support SEND pupils - any key terms presented as handouts and teacher power points made available for all online (Teams). Any SEND support directed as per school policy and exam support.	Support SEND pupils - any key terms presented as handouts and teacher power points made available for all online (Teams). Any SEND support directed as per school policy and exam support.	Support SEND pupils - any key terms presented as handouts and teacher power points made available for all online (Teams). Any SEND support directed as per school policy and exam support.	Support SEND pupils - any key terms presented as handouts and teacher power points made available for all online (Teams). Any SEND support directed as per school policy and exam support.	Support SEND pupils - any key terms presented as handouts and teacher power points made available for all online (Teams). Any SEND support directed as per school policy and exam support.
Careers input	Artist, Graphic Designer, Make-up artist, Illustrator, etc.	Artist, Graphic Designer, Make-up artist, Illustrator, etc.	Artist, Graphic Designer, Make-up artist, Illustrator, etc.	Artist, Graphic Designer, Make-up artist, Illustrator, etc.	Artist, Art historian, Museum curator, conservationist, University lecturer , etc.	Artist, Art historian, Museum curator, conservationist, University lecturer, etc.
Links (prior knowledge, future knowledge)	Learners in England who are beginning a GCSE (9–1) Art and Design course are likely to have followed a Key Stage 3 programme of study in Art and	Learners in England who are beginning a GCSE (9–1) Art and Design course are likely to have followed a Key Stage 3 programme of study in Art and	Learners in England who are beginning a GCSE (9–1) Art and Design course are likely to have followed a Key Stage 3 programme of study in Art and Design or equivalent. The specification aims to	Learners in England who are beginning a GCSE (9–1) Art and Design course are likely to have followed a Key Stage 3 programme of study in Art and Design or equivalent. The specification aims to support a learner's	Learners in England who are beginning a GCSE (9–1) Art and Design course are likely to have followed a Key Stage 3 programme of study in Art and Design or equivalent. The specification aims to	Learners in England who are beginning a GCSE (9–1) Art and Design course are likely to have followed a Key Stage 3 programme of study in Art and Design or equivalent. The

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

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

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