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| **TASK** | **DEADLINE** | **ASSESSMENT OBJECTIVES** | **COMPLETED**  **Y/N** | **STUDENT COMMENT** | **TEACHER COMMENT** |
| 1. **MIND MAPS – VISUAL & WRITTEN (2 minimum)** | **6/2** | **A03** |  |  | **Presentation should be clear, creative and meaningful. Ideas should be introduced using annotation and key words. Higher ability students may wish to illustrate the mind map purposefully. Ideas should be sophisticated.** |
| 1. **STATEMENT OF INTENT** | **9/2** | **AO1** |  |  | **Statement of Intent should be emailed to teacher for review before presenting in sketchbook. Writing frame for this written element is on the Art department website.** |
| 1. **COLLECTION OF SECONDARY VISUAL RESOURCES** | **9/2** | **AO3** |  |  | **This should show a purposeful collection of photos/ magazines/ Internet imagery, wrappers, packaging etc. Higher ability students may choose to draw from these sources or extend some of the photographs.** |
| 1. **PECHA KUCHA EVENT (in school 4-5PM)** | **10/2** | **AO1**  **AO3** |  |  | **Students will be asked to prepare 10 images, which are considered relevant to the theme so far, on a PowerPoint presentation. Students will need to know how to discuss these images in the context of their ideas**  **10 students will be chosen to speak about their work as part of an examination crit, which will take place after school. Details to be confirmed.** |
| 1. **A3 TONAL OBSERVATIONAL DRAWING FROM PRIMARY SOURCE** | **13/2** | **AO3** |  |  | **This should be a high quality drawing, which showcases skill and technique when drawing from observation. It should be from still-life and have meaning and relevance to the theme so far** |
| 1. **OBSERVATIONAL STUDIES FROM PRIMARY AND SECONDARY SOURCES USING RANGE OF MEDIA** | **23/2** | **AO2**  **AO3** |  |  | **A range of drawings that show skill, techniques, and the appropriate use of a range of different materials and processes. Drawings should support your concept and ideas.**  **There should be evidence of different scales, materials and angles used. The objects drawn should be drawn from a range of primary and secondary sources, that could include the images found at task 3.** |
| 1. **PHOTO-SHOOT 1** | **23/2** | **AO3** |  |  | **Contact sheet should be presented with best photos selected and enlarged. A short evaluation should be included, to explain the successes of the photo-shoot** |
| 1. **ARTIST STUDY – visual study / essay / facts** | **27/2** | **AO1**  **AO2**  **AO3** |  |  | **Essays should be emailed to teacher for review before presenting in sketchbook. Writing frame to support this written element is on the art department website.** |
| 1. **MIND MAP SHOWING FURTHER DEVELOPMENT OF IDEAS** | **2/3** | **AO3** |  |  | **Presentation should be clear, creative and meaningful. Both secondary and primary resources can be used. Key words and annotation are important to show ideas.** |
| 1. **STATEMENT OF INTENT FOR NEXT CHAPTER OF WORK** | **6/3** | **AO1** |  |  | **Statement of Intent should be emailed to teacher for review before presenting in sketchbook. The writing frame to support this written element is on the Art department website.** |
| 1. **INITIAL DEVELOPMENT OF IDEA – produce work in the style of an artist as a mini outcome** | **9/3** | **AO1**  **AO2**  **AO3** |  |  | **This mini-outcome should show that ideas are being generated and developed. It should show the influence of the artist and images looked at so far. The mini-outcome should provide a platform for further experimentation and the development of ideas. It should be outside the sketchbook.** |
| 1. **ARTIST STUDY – visual study / essay / facts** | **13/3** | **AO1**  **AO2**  **AO3** |  |  | **As a result of making a mini-outcome, a new artist must be looked at in order to generate more ideas.**  **Essays should be emailed to teacher for review before presenting in sketchbook. Writing frame to support this written element is on the art department website.** |
| 1. **PHOTO-SHOOT 2** | **16/3** | **AO3** |  |  | **Contact sheet should be presented with best photos selected and enlarged. A short evaluation should be included, to explain the success of the photo-shoot.** |
| 1. **EXPERIMENTATION RELEVANT TO DEVELOPMENT OF IDEAS WITH A RANGE OF MATERIALS AND TECHNIQUES** | **23/3** | **AO2** |  |  | **Exploration and refinement of selected processes. As always, all experimentation in sketchbooks should be annotated meaningfully. Experimentation should be relevant and purposeful, aiding the refinement of the outcome** |
| 1. **REFLECTIONS ON DEVELOPING PRACTICE ESSAY** | **Emailed over Easter, before the 15th of April** | **AO1** |  |  | **This should be emailed to teacher before presenting in sketchbook.**  **Writing frame for this written work is on the website, and a hard copy given to students. At this point, higher ability students may choose to take further photo-shoots, to refine the idea for the outcome further.** |
| 1. **THUMBNAIL COMPOSITIONAL SKETCHES & DESIGN IDEAS; ALL ANNOTATED** | **16/4** | **AO1**  **AO3** |  |  | **Students visualise their outcome and plan through drawing, considering materials needed for its making. Composition ideas should be annotated meaningfully.** |
| 1. **ARTIST STUDY – visual, essay, 10 facts** | **24/4** | **AO1**  **AO2**  **AO3** |  |  | **This artist is carefully chosen to help solidify and resolve the coursework outcome. Students aiming for a high grade might need to explore more than one artist at this stage to support the concept and ideas. Essays should be emailed to teacher for review before presenting in sketchbook.** |
| 1. **MAQUETTE OF PLANNED OUTCOME** | **Completed during catch up day on the 15th, 16th** | **AO1**  **AO2**  **AO4** |  |  | **The mini outcome/maquette is a miniature version of the planned outcome, and it should be documented with full explanation of materials and processes used**  **This is completed DURING EASTER ART SESSIONS ON THE 15TH/16TH OF APRIL.** |
| 1. **Refinement of maquette/mini-outcome and further development** | **8/5** | **AO2**  **AO4** |  |  | **Make sure at this point all sketchbook pages are photographed and completed. Photographing work at this stage will help you write your evaluation** |
| 1. **TIMED-EXAMINATION PLAN** | **8/5** | **AO1** |  |  | **All materials for outcome must be sourced. Decide on short mini-targets to enable pace and completion of outcome during exam.** |
| 1. **SET UP FOR EXAM** | **15/5** | **AO4** |  |  | **This should be done afterschool on the 15th of May from 4pm – 5pm. Students must be prepared and organised, with all necessary materials ready to start the exam the next day.** |
| 1. **12 HOUR TIMED-EXAMINATION** | **18TH/19TH 20th MAY 2015** | **AO4** |  |  | **12 hours to complete outcome. Students work in silence for 5 hours with two breaks each day.**  **All supporting evidence and sketchbooks to be handed in, and authentication forms signed. Work must be labelled and named.** |
| 1. **EVALUATION OF OUTCOME INCLUDING PICTURES ILLUSTRATING KEY MOMENTS IN PROJECT** | **22/5** | **AO1**  **AO4** |  |  | **This should be emailed for review before submitting with outcome and sketchbook. Students are advised to use photographs of their sketchbook pages to help them write about their artistic journey. Writing frame for this written work is on the art department website.** |
| **24. DEADLINE** | **22/5** | **--** |  |  | **This is final. All A-Level Exam coursework must be handed in complete with labels, names, student number and evaluation.** |