

# Art Department Assessment Calendar

# ART – Year 7

Topic	Assessment Method	Type of feedback to be used	How would work be improved	Date
DRAWING UNIT	<ul style="list-style-type: none"> <li>• Tonal pencil drawing of an apple and half an orange (baseline drawing)</li> <li>• Mark making exercise</li> <li>• Copy of an artist's drawing using basic measuring techniques</li> <li>• Artists' drawings research task</li> <li>• Ellipses worksheet practice drawing</li> <li>• Tonal pencil study of a tin can</li> <li>• Artists' drawings recognition test</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work students receive verbal and formative feedback on how to improve work</p> <p>Students can improve work and have it re-assessed</p>	<b>MICHAELMAS TERM</b>
COLOUR UNIT	<ul style="list-style-type: none"> <li>• Simple painting - triangle and splodge (baseline painting)</li> </ul>	<p>In all work students receive verbal and formative feedback</p>	<p>In all major work students receive verbal and formative feedback on how to improve work</p> <p>Students can improve work and have it re-assessed</p>	<b>LENT TERM</b>

	<ul style="list-style-type: none"> <li>• Colour mixing and blending exercise</li> </ul>	Key work receives a summative assessment		
COMPOSITION & STILL LIFE UNIT	<ul style="list-style-type: none"> <li>• Gridded enlargement from a still-life photograph</li> <li>• Final still-life painting</li> <li>• Artists' colour recognition test</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work students receive verbal and formative feedback on how to improve work</p> <p>Students can improve work and have it re-assessed</p>	<b>LENT TERM</b>
ANALYSIS OF A PAINTING UNIT	<ul style="list-style-type: none"> <li>• Final analysis essay</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work students receive verbal and formative feedback on how to improve work</p> <p>Students can improve work and have it re-assessed</p>	<b>TRINITY TERM</b>
PORTRAITURE & CLAY WORK UNIT	<ul style="list-style-type: none"> <li>• Portrait proportions worksheet</li> <li>• Facial features pencil studies</li> <li>• Pencil self-portrait drawing</li> <li>• Self-portrait clay sculpture</li> <li>• Artists' portraits recognition test</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work students receive verbal and formative feedback on how to improve work</p> <p>Students can improve work and have it re-assessed</p>	<b>TRINITY TERM &amp; MICHAELMAS TERM IN YEAR 8</b>

# ART – Year 8

Topic	Assessment Method	Type of feedback to be used	How would work be improved	Date
WORDS AS MEANINGS UNIT	<ul style="list-style-type: none"> <li>Two graphic drawings showing words that look pictorially like their meaning</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work students receive verbal and formative feedback on how to improve work</p> <p>Students can improve work and have it re-assessed</p>	<b>MICHAELMAS TERM</b>
COLLAGE & PAINTING UNIT	<ul style="list-style-type: none"> <li>Collage design work in the shape of an animal</li> <li>Final Painting work</li> <li>Artists' collage research task</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work students receive verbal and formative feedback on how to improve work</p> <p>Students can improve work and have it re-assessed</p>	<b>MICHAELMAS TERM</b> <b>LENT TERM</b>
ATMOSPHERIC PERSPECTIVE UNIT	<ul style="list-style-type: none"> <li>perspective video questionnaire</li> <li>Collections of cloud and tree pictures</li> <li>Painting studies of clouds and trees including written evaluations</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work students receive verbal and formative feedback on how to improve work</p> <p>Students can improve work and have it re-assessed</p>	<b>LENT TERM</b>

	<ul style="list-style-type: none"> <li>Final atmospheric perspective tonal painting</li> </ul>			
SHELL DRAWING UNIT	<ul style="list-style-type: none"> <li>Detailed pencil drawing of a shell</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work students receive verbal and formative feedback on how to improve work</p> <p>Students can improve work and have it re-assessed</p>	<b>TRINITY TERM</b>
LAND ART UNIT	<ul style="list-style-type: none"> <li>Land Art Heading</li> <li>Land Art Research</li> <li>Summer Holiday student Land Art</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work students receive verbal and formative feedback on how to improve work</p> <p>Students can improve work and have it re-assessed</p>	<b>TRINITY TERM</b>

# ART – Year 9

Topic	Assessment Method	Type of feedback to be used	How would work be improved	Date
CUBISM UNIT	<ul style="list-style-type: none"> <li>• Portraits &amp; Cubism sketchbook title page</li> <li>• Cubist Questionnaire</li> <li>• Written task on 'What is Cubism?'</li> <li>• An 'analytical' style cubist self-portrait</li> <li>• A Cubist portrait using advanced cropping features on PowerPoint</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work students receive verbal and formative feedback on how to improve work</p> <p>Students can improve work and have it re-assessed</p>	<b>MICHAELMAS TERM</b>
JOINERS UNIT	<ul style="list-style-type: none"> <li>• David Hockney (or own choice artist) Research Task</li> <li>• Photography work/Joiner inspired by an artist who has been Influenced by Cubism</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work students receive verbal and formative feedback on how to improve work</p> <p>Students can improve work and have it re-assessed</p>	<b>LENT TERM</b>

	<ul style="list-style-type: none"> <li>• Final painting work</li> </ul>			
GARGOYLE UNIT	<ul style="list-style-type: none"> <li>• Gargoyle heading</li> <li>• Gargoyle research and presentation task</li> <li>• Gargoyle sculpture design</li> <li>• Gargoyle drawing test</li> <li>• Gargoyle clay sculpture</li> <li>• Gargoyle sculpture evaluation</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work students receive verbal and formative feedback on how to improve work</p> <p>Students can improve work and have it re-assessed after assessments and Progress Checks</p>	<b>TRINITY TERM</b>

# ART – Year 10 & 11

Topic	Assessment Method	Type of feedback to be used	How would work be improved	Grade given?	Date
STILL LIFE UNIT	<ul style="list-style-type: none"> <li>• Three pieces of initial preparatory work (including photography) and associated sketchbook work</li> <li>• Artist research and investigations</li> <li>• Two pieces of development work and associated sketchbook work</li> <li>• Final art work and associated sketchbook work</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work Students receive verbal and formative feedback on how to improve work</p> <p>Students also receive a series of Progress Checks at key times during the unit of work</p> <p>Students can improve work and have it re-assessed after assessments and Progress Checks</p> <p>At the end of Year 10 parents are called in, work is reviewed, and summer holiday work schedule is formulated for NEA work</p>		<p><b>MICHAELMAS TERM</b></p> <p><b>LENT TERM</b></p>
PERSONAL CHOICE UNIT	<ul style="list-style-type: none"> <li>• Three pieces of initial preparatory work (including photography) and associated sketchbook work</li> <li>• Artist research and investigations</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work Students receive verbal and formative feedback on how to improve work</p> <p>Students also receive a series of Progress Checks at key times during the unit of work</p> <p>Students can improve work and have it re-assessed after assessments and Progress Checks</p>		<b>LENT TERM</b>

	<ul style="list-style-type: none"> <li>• Two pieces of development work and associated sketchbook work</li> <li>• Final art work and associated sketchbook work</li> </ul>		At the end of Year 10 parents are called in, work is reviewed, and summer holiday work schedule is formulated for NEA work		
EXAM PROJECT UNIT	<ul style="list-style-type: none"> <li>• Three pieces of initial preparatory work (including photography) and associated sketchbook work</li> <li>• Artist research and investigations</li> <li>• Two pieces of development work and associated sketchbook work</li> <li>• Final art work and associated sketchbook work</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work Students receive verbal and formative feedback on how to improve work</p> <p>Students also receive a series of Progress Checks at key times during the unit of work</p> <p>Students can improve work and have it re-assessed after assessments and Progress Checks</p>		<b>TRINITY TERM</b>

# ART – Year 12

Topic	Assessment Method	Type of feedback to be used	How would work be improved	Grade given?	Date
DRAWING UNIT	<ul style="list-style-type: none"> <li>• Sketchbook investigations - drawings, photographs and annotations</li> <li>• Artists' drawings research and investigations</li> <li>• Drawing development work</li> <li>• Final large scale drawing(s)</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work Students receive verbal and formative feedback on how to improve work</p> <p>Students also receive a series of Progress Checks at key times during the unit of work</p> <p>Students can improve work and have it re-assessed after assessments and Progress Checks</p> <p>At the end of Year 12 parents are called in, work is reviewed, and summer holiday work schedule is formulated for NEA work</p>		<b>MICHAELMAS TERM</b>
HOMAGE UNIT	<ul style="list-style-type: none"> <li>• Sketchbook investigations - drawings, photographs, paintings and annotations</li> <li>• Artists' research and investigations, including socio-historical references</li> <li>• Copies of paintings</li> <li>• Development work</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work Students receive verbal and formative feedback on how to improve work</p> <p>Students also receive a series of Progress Checks at key times during the unit of work</p> <p>Students can improve work and have it re-assessed after assessments and Progress Checks</p> <p>At the end of Year 12 parents are called in, work is reviewed, and summer holiday work schedule is formulated for NEA work</p>		<b>MICHAELMAS TERM</b>

	<ul style="list-style-type: none"> <li>• Final <i>Homage</i> in oil paint</li> </ul>				
MAIN Y12 PROJECT UNIT	<ul style="list-style-type: none"> <li>• Two or three pieces of initial preparatory work (including photography) and associated sketchbook work</li> <li>• Artists' research and investigations including copies of paintings</li> <li>• One or two pieces of development work and associated sketchbook work</li> <li>• Final art work and associated sketchbook work</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work Students receive verbal and formative feedback on how to improve work</p> <p>Students also receive a series of Progress Checks at key times during the unit of work</p> <p>Students can improve work and have it re-assessed after assessments and Progress Checks</p> <p>At the end of Year 12 parents are called in, work is reviewed, and summer holiday work schedule is formulated for NEA work</p>		<b>LENT TERM</b>

# ART – Year 13

Topic	Assessment Method	Type of feedback to be used	How would work be improved	Grade given?	Date
PERSONAL INVESTIGATION UNIT	<ul style="list-style-type: none"> <li>• Three to four pieces of initial preparatory work (including photography) and associated sketchbook work</li> <li>• Artists' research and a 4-5000 word investigation</li> <li>• Two or three pieces of development work and associated sketchbook work</li> <li>• Final art work and associated sketchbook work</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work Students receive verbal and formative feedback on how to improve work</p> <p>Students also receive a series of Progress Checks at key times during the unit of work</p> <p>Students can improve work and have it re-assessed after assessments and Progress Checks</p>		<p><b>TRINITY TERM IN YEAR 12 &amp; MICHAELMAS TERM</b></p> <p><b>LENT TERM</b></p>
EXAM PROJECT UNIT	<ul style="list-style-type: none"> <li>• Three to four pieces of initial preparatory work (including photography) and associated sketchbook work</li> </ul>	<p>In all work students receive verbal and formative feedback</p> <p>Key work receives a summative assessment</p>	<p>In all major work Students receive verbal and formative feedback on how to improve work</p> <p>Students also receive a series of Progress Checks at key times during the unit of work</p> <p>Students can improve work and have it re-assessed after assessments and Progress Checks</p>		<p><b>LENT TERM</b></p> <p><b>TRINITY TERM</b></p>

	<ul style="list-style-type: none"><li>• Artists' research and a essay investigation</li><li>• Two or three pieces of development work and associated sketchbook work</li><li>• Final art work and associated sketchbook work</li></ul>				