

	Autumn Term	Spring Term	Summer Term
Year 12	<p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Painting, drawing and mixed media skills explored through portraiture, landscape and still life.</li> <li>• Photography skills and how to generate source imagery.</li> <li>• Introduction to sculpture techniques. Developing skills in wire sculpture, plaster, ceramics and found materials assemblage.</li> <li>• Introduction to printmaking skills including monoprint, collagraph, dry-point and gel plate printing.</li> <li>• Exploring thematic and contextual approaches to developing ideas</li> <li>• All of the above in preparation for January exam.</li> </ul>	<p>Curriculum:</p> <ul style="list-style-type: none"> <li>• January mock exam project developing responses to individual themes chosen in the autumn term.</li> <li>• Continued development of printmaking and sculpture foundation skills including and lino-cut and screen-printing.</li> <li>• Personal Study coursework project with a focus on artist research, analysis, and responses to contextual themes. Creative experimentation and development of practical approaches.</li> </ul>	<p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Personal Study coursework project continuation focusing on in-depth artist research, analysis, and practical responses to a chosen theme.</li> <li>• End of year coursework exam preparation based on artists researched in the coursework project. Students are encouraged to produce an ambitious, large-scale outcome</li> </ul>
	<p>Formal Assessment*:</p> <p>One-to-one tutorials, reviews of work in progress and target setting. Initial focus on summer work, midpoint review of foundation skills work and support with personal project planning. Formal planning sheets available and filled out in student work folders on Microsoft Teams.</p>	<p>Formal Assessment*:</p> <p>One-to-one tutorials, reviews of work in progress, target setting, and foundation studies review. 5-hour January mock exam to produce first major outcome in response to chosen direction and contextual references.</p>	<p>Formal Assessment*:</p> <p>10-hour end of year exam. Students work on a larger scale in response to their chosen coursework artists, using primary sources and developing ideas based on similar context. Review of Personal Study project work with guidance on planning the development of ideas.</p>
Year 13	<p>Curriculum:</p> <ul style="list-style-type: none"> <li>• Personal Study coursework project continuation focusing on in-depth idea development and refining of materials and techniques.</li> <li>• Contextual Essay to support the coursework unit. Students conduct research and develop analytical skills. Contextual knowledge informs development of ideas towards the coursework final piece.</li> </ul>	<p>Curriculum:</p> <ul style="list-style-type: none"> <li>• 10-hour January mock exam to produce a final coursework outcome on a large scale. This is continued in lessons until the Personal Project handin at the end of January. Exam set at the start of February. Students conduct sketchbook research, development, and refining ahead of the Timed Test in April.</li> </ul>	<p>Curriculum:</p> <p>Timed Test in the form of the final 15-hour exam. Conducted in controlled conditions over three days in April. Coursework and Timed Test hand-in and final assessment/standardising in May. Preparation for the exhibition of final pieces ahead of exam board moderation in June.</p>
	<p>Formal Assessment*:</p> <p>Summer work review with targets set for further development of ideas and techniques specific to individual pathways. 1000-3000 word essay to develop context and meanings alongside the practical aspects of the coursework unit.</p>	<p>Formal Assessment*:</p> <p>Interim coursework mark based on Personal Project. Feedback and target setting ahead of final hand in in early May. Exam project reviewed and targets set weekly. Six additional master class sessions to support and augment progress.</p>	<p>Formal Assessment*:</p> <p>Coursework outcome and sketchbook work = 60% Timed Test and sketchbook work = 40%. Assessed and standardised in department then externally assessed by exam board moderator</p>

\*At CamSF, assessment happens at many levels and is perhaps most important when teachers assess what students have learned and remembered within the classroom. Timely feedback is so important in enabling progress and knowledge retention.