

Translating the subject: fine art

<p><u>What will you see in fine art Lessons?</u></p> <ul style="list-style-type: none">• Critical thinking, understanding and analysis• Imagination, investigation, rigour• Creative making, experimenting and exploring of ideas• Reflection, refinement, selection• Insightful recording of progress• Creative problem solving• Personal responses, outcomes and visual resolutions• Reference to the four underpinning assessment objectives: AO1 Critical understanding, AO2 Creative making, AO3 Reflective recording and AO4 Personal presentation• Practical work including an exploration of line tone colour• Analytical and reflective work through annotation and the study of the work of others• Evidence of the development of composition• Independent learning and self-assessment• Evidence of the development of ideas exploring the communication of ideas emotions and experiences• Discussion, critique, suggestion	<p><u>What will you see in pupils' fine art portfolios?</u></p> <ul style="list-style-type: none">• An holistic, sustained investigation into a thematic project• Clearly presented sources of inspiration• Personal descriptions, analyses and evaluation of influences• Technical, creative and cognitive skill exploration and refinement• Evidence of the 4 assessment objectives, integrally woven into a clear portfolio of work <p><u>You will not see:</u></p> <ul style="list-style-type: none">• Written feedback or marking directly on to student work (this is against the examination board rules)• Explicit labelling of AO evidence (portfolios should be holistically presented, not presented as discreet units of study)• MEG / TAG information (all assessment data and feedback is shared with students on Teams and through the subject trackers)• One size fits all; Learners are encouraged to present their work to show personal and meaningful development, suited to their intentions as artists
<p><u>What formative assessment will you see in Fine Art ?</u></p> <ul style="list-style-type: none">• Retrieval practices used to review and underpin key threshold concepts in the subject (see department folder of retrieval resources)• Student checklists and self-assessment• Verbal feedback from teacher walk-rounds• Peer assessment• Exemplar displays to check progress• Assessment criteria displays• Student friendly assessment matrix	<p><u>What is the department currently reading and discussing, and why?</u></p> <p><u>What we are currently reading</u></p> <ul style="list-style-type: none">• Drawing on the right hand side of the brain, Betty Edwards• Mastering Composition, Techniques and Principles• A-Z of artists plus a collection of other reference books on specific artists and genres <p><u>Why?</u></p> <ul style="list-style-type: none">• The key to successful communication through visual language relies on Insight, intellect, an understanding of observation, skill in handling materials, an understanding of the creative process, awareness of context and an understanding of composition.• These books provide insights and vital information that address most of the above in terms of developing skill, understanding composition and developing an awareness of context.