

Data Drop	What assessment(s) informs this data drop?	How is this assessment marked, moderated and feedback to students?
1	Use of pencil: pressing lightly to plan and building up with drawing. Use of tone (light to dark), line, mark-making, planning and utilising space, shape, development and understanding of artistic terminology, use of titles, definitions and notes. Understanding how artists use the visual elements within their work. Use of paintbrush / Use of primary colour / Use of secondary colour / Use of tints and shades / Ability to mix and blend / Ability to stay within the lines. Ability to study and copy artist's work. Ability to create a personalised outcome based on artist's work. Ability to form critical judgements based on analysis of own work. Ability to plan and test materials.	Teachers will mark books giving comments and stickers indicating habits to improve. This is marked at the middle of the project to allow for take up time. Students respond to these on self-assessments during their next lesson. If there are particular gaps of knowledge or understanding this is addressed by setting specific homework set through Edulink.
2		Teachers will mark books giving comments and stickers indicating habits to improve. This is marked at the middle of the project to allow for take up time. Students respond to these on self-assessments during their next lesson. If there are particular gaps of knowledge or understanding this is addressed by setting specific homework set through Edulink.
3		Teachers will mark books giving comments and stickers indicating habits to improve. This is marked at the middle of the project to allow for take up time. Students respond to these on self-assessments during their next lesson. If there are particular gaps of knowledge or understanding this is addressed by setting specific homework set through Edulink.

Homework	How is homework used to support learning?	How is homework marked and fed back to students
	Homework is used to secure depth of practical knowledge using different artistic methods, techniques and materials found within the formal elements of Art & Design.	Exercise books are not routinely "marked" but are checked during lessons and stamped/comment marked at least once per term. Continuous assessment during lessons feeds into over all assessment.

In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Students will date and make notes on feedback comments given during lesson on both classwork and homework. Peer and self- assessment, stamping and written comments where necessary.	Marking, stickers, stamping, comments, students annotations, raffle tickets, loyalty cards, Traffic lights.

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1	<p>Use of pencil: pressing lightly to plan and building up with drawing. Use of tone (light to dark), line, mark-making, planning and filling space, observation and composition. Use of collage to create a personal outcome – story telling. Use of design ideas that develop drawing skills gridding up and scaling down. Use of mixed media to create a personal outcome. Ability to study and copy artists work and create outcome inspired by artists’ work. Develop ability to understand composition methods. Ability to form critical judgements based on analysis. Ability to plan and test materials. Development of artistic terminology including understanding artist research and analysis: Use of keywords to describe / Use of key words to compare Use of keywords/annotations to show judgements and personal ideas.</p>	<p>Teachers will mark books giving comments and stickers indicating habits to improve. This is marked at the middle of the project to allow for take up time. Students respond to these on self-assessments during their next lesson. If there are particular gaps of knowledge or understanding this is addressed by setting specific homework set through Edulink.</p>
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1	Use of presentation, developing personality within the book. Developing personal style within book. Use of planning and filling space / Use of composition / Developing use of proportion / Linking colour and expression / Developing ability to research and create artist pages and ability to respond personally. Use of artists to inspire outcomes. Developing ability to experiment and respond using appropriate resources and combination of materials.	Teachers will mark books giving comments and stickers indicating habits to improve. This is marked at the middle of the project to allow for take up time. Students respond to these on self-assessments during their next lesson. If there are particular gaps of knowledge or understanding this is addressed by setting specific homework set through Edulink.
2	Developing and experimenting with proportion in relation to Political artists. Choice of character to respond to. Creation of a ZINE to practice and develop skill. Development and understanding of artistic terminology: Use of title, definition and notes, Use of keywords in WWW/EBI, Use of terminology in analysis, Use of self and peer evaluation, Use of keywords/annotations to show judgements and personal ideas	Teachers will mark books giving comments and stickers indicating habits to improve. This is marked at the middle of the project to allow for take up time. Students respond to these on self-assessments during their next lesson. If there are particular gaps of knowledge or understanding this is addressed by setting specific homework set through Edulink.
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