Art & Design

GCSE Course Overview

The GCSE course seeks to actively engage pupils in the creative process in order to develop them as effective and independent learners, and as critical and reflective thinkers with enquiring minds. Pupils become more confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Technical skills are developed to a greater level of proficiency through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures is developed. Pupils realise their personal intentions through the sustained application of the creative process.

Year 10

Term	Task	Equipment/Homework/Assessment
Advent Term 1	Project theme is set using previous exam starting points. Pupils should gather information in the form or primary and secondary imagery and research relevant artists. Pupils should acquire an A3 sketchbook with quality paper. Using this visual information, pupils should begin their project with a title page in their sketchbook which acts as a broad introduction to the theme. They should then begin to document their chosen artists work over a series of pages ensuring that they respond personally. Pupils should be led through a large scale (A2) observational drawing task.	Throughout the course pupils will be taught and given opportunity to refine their skills utilising and combining a range of media including- Pencil, Pen, Coloured Pencil, Ink, Chalk, Oil Pastel, Charcoal, Collage, Watercolour, Acrylic, Clay, Printing.
Advent Term 2	Contextual work can continue in sketchbooks as pupils document more artist work and refine their skills and understanding. It is important for them to show more than a basic understanding of the artists' techniques or motivation, evidencing this through annotation in their sketchbooks. Pupils should be lead through more observational drawing tasks outside of sketchbooks relevant to intentions. This could take the form of a mixed media drawing worksheet.	Homework is set in a timely manner to consolidate learning and promote independence as pupils' research and prep materials ready to make rapid progress in lessons.
Lent Term 1	Experimentation with media- This may already be evident through coursework so far. Experimentation can be broadened through the introduction of printmaking and/or ceramic elements. Development of ideas- Pupils should begin to Develop their own ideas based on their prep so far. Consideration of artist work and earlier experimentation should be clear and work progresses and becomes more refined. Pupils should be able to annotate their work using correct technical vocabulary and making it clear what their intentions were and how they intend to improve and move forward.	Regular teacher feedback communicated verbally and recorded in a timely fashion on feedback sheets in pupil's sketchbooks. Track progress against targets using a traffic light system after each data drop. Identify pupils working below target for intervention through Art Club. Pupils and staff to have sound understanding of the Assessment Objectives and how to improve.
Lent Term 2	Pupils should produce an A2 development board exploring different media/painting styles based on the work of relevant artists. This should be supported by development in sketchbooks.	
Trinity Term 1	Pupils will complete a large scale (A2/A1) final piece based on previous prep and development. This could be a painting or mixed media piece dependent of the project theme and pupils own work.	
Trinity Term 2	Pupils should produce a final outcome for their project. This should be in the form of a large scale (A2/A1) painting or mixed media piece should show direct links to context and the development of their work in sketchbooks. Mock theme set: Pupils should be set a second project to prepare for over the summer break; gathering information in the form or primary and secondary imagery and research relevant artists. They can be given a choice of starting points, with relevant artists to simulate the actual examination.	**Key Assessment:** **Termly assessment** **End of Year Examination**

Year 11		
Term	**Task**	**Equipment/Homework/Assessment**
Advent Term 1	**3D Project/Mock examination Prep** Pupils will have several weeks to create a body of work before completing a final outcome during their December mock examination. Using this visual information gathered over summer, pupils should begin their project with a title page in their sketchbook which acts as a broad introduction to the theme. They should then document their chosen artists work over a series of pages ensuring that they respond personally. Annotation is key to evidencing their understanding of links to context.	Throughout the course pupils will be taught and given opportunity to refine their skills utilising and combining a range of media including- Pencil, Pen, Coloured Pencil, Ink, Chalk, Oil Pastel, Charcoal, Collage, Watercolour, Acrylic, Clay, Printing.
Advent Term 2	**Experimentation and Development** Pupils should refine their skills and understanding, developing their own ideas by experimenting with media, using Photoshop to edit and manipulate imagery and creating a series of possible compositions for a development sheet/painting (A2). Annotation should be analytical, explaining why decisions have been made and what pupils have discovered through the development of their project. **Mock Examination** Pupils will have a number of hours during mock week (early December) to start a final outcome for their project. This can take any relevant form. Mock examination plus prep work will be marked together to establish a mock exam grade. Any outstanding work from previous two projects can be consolidating in the weeks leading up to and over the Christmas break. **The second project is set up and run to mirror the Externally Set Assignment and Controlled Assessment. Pupils are encouraged to consider how they work under time constraints in readiness for next term.**	Homework is set in a timely manner to consolidate learning and promote independence as pupils' research and prep materials ready to make rapid progress in lessons. Regular teacher feedback communicated verbally and recorded in a timely fashion on feedback sheets in pupil's sketchbooks. Track progress against targets using a traffic light system after each data drop. Identify pupils working below target for intervention through Art Club. Pupils and staff to have sound understanding of the Assessment Objectives and how to improve.
Lent Term 1	**Externally Set Assignment** Pupils will receive their examination paper, choosing one of the seven themes to begin a series of thorough, consistent preparatory work leading to a controlled assessment in late April/early May. Pupils have several weeks to record, experiment and develop work in sketchbooks ensuring all assessment objectives are met.	
Lent Term 2		
Trinity Term 1	**Controlled Assessment** Pupils will have 10 hours (two days off timetable) to complete a final outcome based on their preparatory work in sketchbooks. This can be done in any media and should show clear links to context and development. Pupils need to be confident their chosen image and method can be completed in the time. Once examination time has begun, no further alterations or additions can be made to preparatory work. Pupils can have this to hand when completing the examination but it must be collected in after each session.	**Key Assessment:** **Termly assessment.** **Mock Examination.** **All component one and two work to be formally assessed and submitted to AQA by 31 May.**
Trinity Term 2	Display remaining work ready for moderation.	