



Key content – knowledge and skills	National Curriculum Issues
<p>This scheme is for the two-year courses of study in Art, craft and design, and Textiles, both fall under the Edexcel exam board as an 'Art and Design subject'. These will be moderated together in year 11 and therefore projects being run will have the same themes across the two separate subjects. This will support moderation in year 11. The scheme of work has been designed to help plan the course of study so that it meets the requirements of the Edexcel specification in a way that equips pupils with the tools to attain a successful GCSE grade.</p> <p><u>Term 1: Wraps</u></p> <p>Aut 1: Skills blast based on theme of 'Wraps'. Students will have 8 weeks of revisiting skills in Art and Design based on the theme and how they interpret it. Students will redevelop their independence each week looking at elements of art through that theme, developing drawing skills, looking at various art movements and having 2 artists to choose from in order to create their own responses. The number of artists will change over the course of the weeks until student begin to find their own artists or work with the teacher to research their own. No final piece will be created in this half term. The course is designed to revisit year 9 lessons and prepare them for after half term when they begin their independent section of the project.</p> <p>Aut 2: "Wraps"</p> <p>Students will continue to use the theme of 'Wraps' within their work. This half term students will be 'dropped into the learning pit' in order to understand how to develop as an independent artist and understand how to create their own work. At this point in the course, students need to find their own ideas from the project and continue with these. The lessons and dialogue between the teacher and student become more personalized to each candidate. Dialogue is recorded by teacher and shared with students so they understand what they need to do and their 'next steps'. Student dialogue sheets will highlight the assessment objectives they are gaining marks in so students are aware what areas they are achieving well in. The final piece will be decided in week 4/5 to allow for students to have between 8 and 10 hours to complete a final piece during lessons. This will be moderated alongside other class work. Work will be graded against exam criteria.</p> <p><u>Cross curricular link:-</u> <i>Geography> art movements/Art in different cultures</i> <i>English>Annotating work, Writing to inform, Evaluating own and others work</i></p>	

Term 2: Reflection

Independent project

Students respond to a main context; this project is completely independent with teacher establishing clear guidelines of how to develop a project with each student and their own ideas. The project will vary from student to student, they will have directed examples of how past students have developed their work and what has been done to refine or explore new areas. This level of independence can be extremely difficult, the course has been designed to allow for supported learning pits before students become used to the way subject is approached.

Cross curricular link:-

ICT: Research artists and using PPT presentation

English: Annotating work

Writing to inform

Evaluating own and others work

Term 3: Edexcel component 1: Theme TBC

Pupils will respond to a previously set exam title. This will be their first component of the GCSE course which will run until Christmas of year 11.

Cross curricular link:-

English> Independent projects based on own interests and lines of enquiry.

Summer Project: Edexcel component 1: Theme TBC

- Translate a singular outcome into a series of responses – stretching and challenging all abilities
- Engage with additional sources to support the development, refinement and recording of further ideas

Key assessment points

At the beginning of the year, students will receive an Assessment grid and a dialogue sheet. The assessment grid will show here they are hitting marks and what areas they need to improve; the dialogue sheet becomes a personal 'to do' list as their projects become independent.

Key assessment points within Art projects are mid project and at the end. Students need to submit the bulk of work for teachers to determine the grade (Even if not in sketchbook at this time).

Students will be having 1-1 dialogue with teachers every other week. Students will receive circled levels on their assessment grids so they understand how many marks they have for each assessment objective. This will happen at the midpoint and end of their first full project. Students will receive verbal feedback weekly which they will highlight on their dialogue sheets.

Christian ethos

Our art curriculum is focused on the development of the whole child which involves their spiritual, moral, social and cultural development. Through art, pupils discuss ideas behind beauty and aesthetics which they will explore through studies of line shape, colour, texture and form. Pupils will develop their spiritual, moral, social and cultural values in various ways such as by exploring

individual identity, use their imagination, recognise and apply understanding of right and wrong through discussion, collaborate with their fellow peers to create artwork as well as understand and discuss cultural influences on contemporary artworks

British values

Across the topics studied, pupils will consider and discuss how British values are portrayed through art, including changing British values to demonstrate changes in the diverse and contemporary art scene of Britain. Students develop knowledge of artists, craftspeople and designers from the past as well as now. Students will reflect on the cultural context in which the work has been created - they will further develop respect and tolerance in others work by identifying how meaning can be conveyed in different ways.

Year Overview

Subject:
Long-term plan



ST. MARY MAGDALENE
C OF E SCHOOL
PENINSULA CAMPUS
*Excellence through innovation,
founded in faith since 1840.*

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	<ol style="list-style-type: none"> 1. Can I revise and develop my skills in formal elements 2. Can I revise and develop my skills in observational drawing in various ways? 3. Can I revise and develop my research skills? 4. Can I revise and develop my work in the style of an artist/art movement? 5. Can I revise and develop my skills in Painting? 6. Can I revise and develop my skills in 3D modelling and/or forming clay? 7. Can I revise and develop my skills in Lino Printing? 8. Can I revise and develop my photoshop editing skills and/or textiles?
Aut1-2		
Aut1-3		
Aut1-4		
Aut1-5		
Aut1-6	October	<ol style="list-style-type: none"> 4. Can I revise and develop my work in the style of an artist/art movement? 5. Can I revise and develop my skills in Painting? 6. Can I revise and develop my skills in 3D modelling and/or forming clay? 7. Can I revise and develop my skills in Lino Printing? 8. Can I revise and develop my photoshop editing skills and/or textiles?
Aut1-7		
Half term holiday		
Aut2-1	November	<ol style="list-style-type: none"> 1. Can I understand how to begin my first independent project and where to start? 2. Can I understand how to begin a line of enquiry and how to record this? 3. Can I understand how to develop my line of enquiry to be able to find new arts or research to develop my sketchbook? 4. Do I understand the pace I need to work at in order to achieve my own targets? 5. What could I make to conclude my first project? How would I go about doing this in a 10 hour exam? 6. How can I develop my sketchbook to demonstrate all my thinking/research/recording?
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5		
Aut2-6	December	<ol style="list-style-type: none"> 4. Do I understand the pace I need to work at in order to achieve my own targets? 5. What could I make to conclude my first project? How would I go about doing this in a 10 hour exam? 6. How can I develop my sketchbook to demonstrate all my thinking/research/recording?
Aut2-7		
Christmas holiday		
Spr1-1	January	<p>Students use the Spring 1 to refine their lines of enquiry and complete a final piece They should use the last 3 weeks of this half term to create outcome (9 hours) this is just under their exam practical time but will also have 'studio time' once a week after school they can use to complete their work.</p> <ol style="list-style-type: none"> 1. Do I have an idea for my final piece? 2. Do I know how I'm going to make/paint the piece? 3. Do I understand what I need to do to refine the work I've created? 4. Can I make/create more to develop my final piece? 5. Do my ideas link to my final piece? 6. Have I reflected on my work, if I were to make another piece of do it again, how might it be refined/improved?
Spr1-2		
Spr1-3		
Spr1-4		
Spr1-5		
Spr1-6	February	<ol style="list-style-type: none"> 1. Do I have an idea for my final piece? 2. Do I know how I'm going to make/paint the piece? 3. Do I understand what I need to do to refine the work I've created? 4. Can I make/create more to develop my final piece? 5. Do my ideas link to my final piece? 6. Have I reflected on my work, if I were to make another piece of do it again, how might it be refined/improved?
Half term holiday		
Spr2-1	March	<p>New project: Reflection</p> <ol style="list-style-type: none"> 1. Can I remember how to begin a new project? Can I understand where to find initial inspiration or research? 2. Can I develop a line of enquiry to be able to develop the pace of my work? 3. Have I considered the amount of time my skills take me and if I need to quicken the pace? 4. Can I consider using two techniques and combining them? 5. Do I fully understand how to lay my work out in order to demonstrate my thinking? 6. Am I taking creative risks in my work or am I staying safe?
Spr2-2		
Spr2-3		
Spr2-4		
Spr2-5		
Spr2-6		

		<ol style="list-style-type: none"> 7. Do I understand how the examples sketchbooks developed their final pieces? 8. Do I understand what the assessment working means? Can I tell the difference between work which is 'competent' and work which is 'confident'? 9. Am I working at the correct pace in order to achieve my target grade? 10. Do I feel confident to articulate my work and where my ideas have come from?
	April	Easter holiday
Sum1-1	May	<p>Students continue to use feedback/dialogue sheet with teacher to develop works and ideas. Teachers will need to work 1-1 with students for ideas but will be able to give a range of artists weekly for those who need more structure to the projects.</p> <p>This half term will be used to get students ready for their mock assessment in timed conditions.</p> <p>MOCK ASSESSMENT IF POSSIBLE, HERE</p>
Sum1-2		
Sum1-3		
Sum1-4		
Sum1-5		
Sum1-6		
	June	Half term holiday
Sum2-1	July	<p>Students begin their GCSE Component 1 Project</p> <ol style="list-style-type: none"> 1. Can I understand how to begin my first independent project and where to start? 2. Can I understand how to begin a line of enquiry and how to record this? 3. Can I understand how to develop my line of enquiry to be able to find new arts or research to develop my sketchbook? 4. Do I understand the pace I need to work at in order to achieve my own targets? 5. What could I make to conclude my first project? How would I go about doing this in a 10 hour exam? 6. How can I develop my sketchbook to demonstrate all my thinking/research/recording? <p>Summer Project: Students to research a new line of enquiry for their projects which they can complete at home. (Collecting/documenting/recording their ideas) This will support students' component 1.</p>
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5		
Sum2-6		
Sum2-7		