



### **Key content:** **Year 10**

This scheme is for the two year course of study in Art, craft and design, leading to the AQA GCSE Art and Design (8201). The scheme is designed to help plan the course of study so that it meets the requirements of the AQA specification in a way that equips pupils with the tools to attain a successful GCSE grade.

#### **Term 1:**

##### *a) Reflection (Fine Art)*

Students will explore the media of oil painting through this project, with opportunities to work with charcoal drawing, pastel drawing and oil painting. Students will begin to develop independence throughout the latter half of this project in preparation for the mock exam by making personal choices about its direction. Students will complete a variety of short term activities related to Reflection and produce various outcomes.

##### *b) Independent project (reflection)*

Students will explore a range of materials through this project and work to create a final piece. They will begin with a starting point, study artists in context and record their findings in a folder/sketchbook. Students will continue to develop their independence in preparation for the GCSE coursework which they will begin at the start of Term 3. Students select and use materials from the appropriate areas of study and use written annotation to support their practice when recording ideas and analyzing their own work.

#### **Term 2/3**

##### **Manmade/natural structures - Textiles**

Students respond to a teacher-directed project, which establishes clear guidelines within a guided learning environment. This teacher-directed and resources project will originate from one of the starting points in a past externally-set GCSE paper. The teacher will ensure that students gain good understanding of all the assessment objectives and encourage a balanced coverage of these objectives in their responses and outcomes.

Starting points will come GCSE past paper and will provide opportunities to develop responses in art, craft or design and build on the foundation knowledge, understanding and skills developed in previous projects. Pupils are encouraged to take a more independent approach to their learning and show clear evidence of all AO's being met. Students will also develop experiments in textiles and make decisions what to use for their final piece.

#### **Term 3 (extension 4 weeks)**

Pupils will respond to a mini extension activity related to the project/theme studied in previous terms. These activities will offer further learning opportunities to extend knowledge, understanding and skills. These include:

- 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

## **Year 11**

### **Term 1/2:**

Theme: Inside/Outside (Fine Art, Art Textiles, Photography)

Students continue to build on their portfolio for Component 1 of the GCSE exam. The theme for this unit will provide pupils with the opportunity to build their skill and technique in drawing, painting, layering different materials, taking and editing photographs. This unit will start off as a teacher-led unit but steadily encourages pupils to work independently.

Teacher will support personal developments, opening up possibilities in a less directed manner through negotiation, suggested possibilities and advice. Starting point written by the teacher will reflect the style of Component 2 papers in content and presentation. Pupils will explore and develop various ideas behind the theme including:

- Framing/windows
- Prison system/loss of freedom
- Openings/closings
- Changes in state
- Environments which question space/human interaction with inside and outside space
- Light streaming through space

Pupils will produce small and large scale pieces which will clearly evidence meeting of various criterias within the assessment objectives. Students will document their findings in their preferred format and will need to include annotated or written analysis of sources including any primary or secondary visual materials. Appropriate drawing approaches will include:

- Planning sketches for a series of proposed designs
- Observational drawing of relevant subjects
- 3D drawing in wire or thread
- Digital drawing using appropriate software

### **Term 3/4:**

AQA GCSE Art paper released. Pupils start to build on the coursework for their Component 2 as they respond to one of the seven starting points provided on the paper. Pupils can use their own sources as well as those suggested in the starting points. They will need to evidence their creative journey and the preparatory work showing development, refinement and recording of ideas which can be presented in any suitable format.

The preparatory period is followed by 10 hours of supervised, unaided work in which students are required to realise their intention by creating a final piece.

### **Key assessment points**

For the first two half terms pupils will begin with a starting point and record their creative journey in a sketchbooks. Final portfolio will consist of sketchbook work, mid-term pieces and a final piece. For the teacher-directed mock exam, pupils will begin with a past GCSE starting point, students take part in formative assessment with reference to the assessment objectives and identify areas of development. Pupils will be assessed according to the GCSE AO's:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and

demonstrates understanding of visual language.

Continuous feedback will be given for non-exam assessment work for Component 1 and 2 across the two years. Peer and self assessment opportunities presented to develop critical analytical skills when observing own and work of others.

#### **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 10 &11 Overview**