

GCSE Art & Design – Art

Curriculum Intent 2021-2022

Core aims of the subject at Key Stage 4

Art is for everyone and we all have the right to access it. Art records our culture and the world we live in; it represents our history, our present and opens our mind for future preparation. The definition of art could be considered “the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power.” From birth, we begin to identify objects by recognising shape, as a toddler, we make marks on paper and as adults, we communicate with a visual language of colour, shape and texture. Studying the subject art is truly part of lifelong learning; it is a never-ending journey of discovery. Our students are welcomed into a supportive yet challenging subject area where they will study art culture and making in breadth and depth. Our pupils achieve by experiencing a broad, balanced learning journey that is exciting and motivating.

<https://www.tate.org.uk/art/talking-point/why-study-art>

Brine Leas students are inspired by a variety of challenging opportunities to respond theoretically and practically to a variety of artists, craftspeople and designers. The learning opportunities in each stage provide future preparation for the next steps in learning. As such, the students develop their proficiency in art making, confidence in expressing themselves and communicating as they move through each year. The curriculum follows a spiral-learning path; students recall ‘old’ knowledge and grapple with challenging opportunities to acquire new knowledge and skill. There is an expectation of future preparation and progression as the students revisit different media: ceramics, drawing, painting, printmaking and sculpting and. Each of these media are supported with a breadth of contextual knowledge; engaging the students to make their own personal statements about different cultures, religions and social issues.

There is an expectation for students to become proficient at communicating using all of the Formal Elements; exploiting the Visual Language to create engaging and stimulating artwork responding to the world around them. The visual language can be read by all ages and abilities. Our students are encouraged to express themselves visually and to become reflective thinkers, making their own creative responses to the world around them. Community involvement and student exhibitions allow the students to share their creative messages, taking pride in their work around school and in the local area.

Visits to galleries allow students to experience real life artwork; observing and connecting with the artists’ messages and thoughts. Students are taught how to analyse, research and give opinion independently, reading the work using their visual language.

The Key Stage 3 curriculum delivers a solid foundation of creative and critical thinking, personal development and technical ability. The knowledge and skills delivered at KS3 prepare our students for success at GCSE, A Level and lifelong learning. The order in which these elements will be delivered will be flexible across the department to allow for efficient use of resources.

GCSE Art and Design is a vehicle to develop creative thinking, reflective practice and build skill in to a deeper more personal level. Students are guided to experience a variety of materials and techniques and will learn about artists' work. We aim to encourage students to experimental, to work from observation and imagination and to develop a journey of ideas from the beginning to the end. Students will learn to have ownership over their art building independence and maturity in their creative studies. The AQA specification allows students to develop the skills to explore, create and communicate their own ideas.

A Level Art and Design is a mature, sophisticated course to develop creative thinking, reflective practice and build skill in making. Staff support students with a strong passion in Art to experience a variety of materials and techniques and open their eyes to a range of makers. We encourage students to experimental, to work from observation and imagination and take control of their ideas from beginning to the end. Students will learn to have ownership over their art building independence and maturity in their creative studies. The AQA specification allows students to develop the skills to explore, create and communicate their own ideas.

Trips and visits

Gallery visits (independent and with school). Residential trips may be part of the course.

Assessment

Two units of work assessed across four assessment objectives:

Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.

Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.

Assessment objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Unit one: 60%

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

Unit two: 40%

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives

2022 cohort Covid-19 arrangements:

AQA have not currently released any adaptations to the Art and Design courses for the 2022 cohort. This means that currently all Components of the course must be completed by the students.

Please see website for internal assessment record.

Homework

Independent development outside of the lesson is essential: students are expected to complete one hour of homework for each lesson. The student will develop their own ideas with guidance from their teacher.

Clubs and/or intervention

Lunchtime sessions (Tuesday, Wednesday and Thursday) After school (Tuesday and Thursday) every week.

Parental/Carer support

Coursework is continuous across the two years of study; you will find your child frequently working on Art at home. Students often enjoy sharing their progress at home, please have a look in their sketchbooks. Gallery visits local or national are helpful. Students may wish to have their own materials to help with their studies at home; we have a recommended kit list on Wisepay. If you wish to do so you can order online for quality products at a catalogue price.

Helpful sources of information

Course information:

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>

High quality exemplars of GCSE Art work:

<https://www.studentartguide.com/>

Websites for Art:

<https://www.royalacademy.org.uk/>

<https://www.tate.org.uk/art>

<https://www.art2day.co.uk/>

<https://www.thisiscolossal.com/>

<https://www.npg.org.uk/>

<https://www.saatchiart.com/>

Future learning & Careers

Creative industries. For example: animation, architect, commercial art gallery, art therapist, community arts worker, exhibition designer/ curator, fine artist, graphic designer, illustrator, marketing, stylist and teacher.

GCSE provides a strong foundation for further study at AS and A-level in a variety of endorsements (Art, craft and design, fine art, graphics, photography, textiles and 3D design). Art historian and conservator.

BTEC NVQ/SVQ linked to an interest art, such as: graphics design, fashion styling, art and design, printmaking, media, performing art, photography, fine art, beauty therapy, hairdressing and professional cookery.

Apprenticeships: theatre lighting technician, trainee technical graphic design assistant, florist, garden designer, beauty therapist and chef.

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1	<p>Unit one Portfolio 60% Mini project (foundation skill building before major coursework project in Jan)</p> <p>Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses. Students experience a transition from KS3 to GCSE. Students are introduced to working in a range of media, a variety of subject matter and scale.</p>		
	<ul style="list-style-type: none"> ➤ How to draw from observation. ➤ Understanding of how to measure using proportion and grids. ➤ Knowledge and experience of what materials work best for certain scales and subject matters. ➤ Experience and knowledge of how to use a variety of media competently (Watercolour, acrylic, graphic products and photography) ➤ How to work on a bigger scale/ how to enlarge. ➤ How to work on a variety of surfaces. 	<ul style="list-style-type: none"> ➤ Use of the department task pro forma. The pro forma is written to suit the task; it shares the criteria, Assessment objective information and previous years grade boundaries and deadline. Once task is complete teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. These sheets are to be stored in each students Art handbook (kept at school) ➤ Sketchbooks are marked with stapled in slips. A marking code allows for speedy feedback. ➤ Dialogue is constant in classes; sharing good practice from students and helping individuals on specific areas for improvement e.g. 1:1 Demonstrations ➤ Successful work/ elements of student's work will be showcased to the rest of the class/ department/school. 	<ul style="list-style-type: none"> ➤ Knowledge and skills will be revisited several times over the GCSE. There should be a journey of development throughout the GCSE: of ideas and skill. ➤ Externally set assignment will rely upon key skills taught during the portfolio unit. ➤ Skills feed into A Level, foundation courses and degree. ➤

		<ul style="list-style-type: none"> ➤ Group critiques will develop student's ownership of project and confidence in using subject specific vocabulary. 	
<p>Unit one Portfolio 60% Mini project (foundation skill building before major coursework project in Jan)</p> <p>Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources Students are exposed to a collection of artists/ cultures based on a theme set by the teacher</p>			
<p>Autumn 2</p>	<ul style="list-style-type: none"> ➤ Students learn how to research effectively. ➤ Students become familiar with recommended research sources. ➤ Students learn how to describe, analyse and formulate own opinions about artists. ➤ Students will learn how to select artists that are relevant to their studies. ➤ Students will understand the importance of artist influence on their own work. ➤ Students gain knowledge on how to use a range of media, processes and techniques. ➤ Students become risk takers, understanding that progress comes from experimenting and refinement. ➤ Students develop the ability to critically annotate their work. They will learn how to 	<ul style="list-style-type: none"> ➤ As above. 	<ul style="list-style-type: none"> ➤ As above.

	<p>communicate their ideas practically and theoretically.</p> <ul style="list-style-type: none"> ➤ Students learn how to creatively respond to their theme and artists. At this stage, their teacher may lead them. ➤ Students learn how they can personalise the development of their artwork. ➤ Learn how to work on a sustained project. 		
<p>Unit one Portfolio 60%</p> <p>Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources. Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses. Student work in AO 1, 2 and 3 to develop their project.</p>			
<p>Spring 1</p>	<ul style="list-style-type: none"> ➤ Students learn how to creatively respond to their theme and artists. At this stage, their teacher may lead them. ➤ Students learn how they can personalise the development of their artwork. ➤ Learn how to work on a sustained project. 	<ul style="list-style-type: none"> ➤ As above. 	<ul style="list-style-type: none"> ➤ As above.

Unit one Portfolio 60%

Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.
Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.
Student work in AO 1, 2 and 3 to develop their project.

**Spring
2**

➤ As above students, develop their ideas on their sustained journey of art making to the set theme. Lessons and tasks are personalised to suit the individual's projects/ strengths.

➤ As above.

➤ As above.

Unit one Portfolio 60%

Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.
Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.
Assessment objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Student work in AO 1, 2 and 3 to develop their project.

**Summer
1**

➤ As above students, develop their ideas on their sustained journey of art making to the set theme. Lessons and tasks are personalised to suit the individual's projects/ strengths.

➤ As above

➤ As above

Unit one Portfolio 60%

**Summer
2**

<p>Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources. Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses. Assessment objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Completion of large portfolio unit.</p>		
<ul style="list-style-type: none"> ➤ Students learn how to draw a unit of work to conclusion; combining knowledge, ideas and skills together to create a practical outcome supported with annotation. 	<ul style="list-style-type: none"> ➤ Mock exam; pupils will be expected to be independent and able to work for a sustained period of time. 	
<ul style="list-style-type: none"> ➤ Students will learn about the exam process (time, pace, space and resources required). ➤ Students will complete a practice piece to guide the independent exam process. 		

Year 11 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1	<p style="text-align: center;">Unit one Portfolio 60%</p> <p>Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources. Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses. Development of portfolio.</p>		

	<ul style="list-style-type: none"> ➤ Follow the same process of recording, investigating, develop and responding through Year 11. ➤ However, students have a foundation of knowledge and can take more ownership of their work. Please see cycle used for Year 10; a second unit of coursework is entered for the portfolio that can supplement first unit for weaker students. ➤ The second coursework unit is only one term long (released January 1st). 	<ul style="list-style-type: none"> ➤ As above. 	<ul style="list-style-type: none"> ➤ As above.
Autumn 2	<p>Unit one Portfolio 60%</p> <p>Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources. Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses. Assessment objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Development and completion of portfolio.</p>		
	<ul style="list-style-type: none"> ➤ As above. 	<ul style="list-style-type: none"> ➤ Deadline for all coursework to be complete Christmas. 	<ul style="list-style-type: none"> ➤ As above.
Spring 1	<p>Unit two Externally Set Assignment 40%</p> <p>Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources. Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses. Externally Set Assignment.</p>		

- Students will prepare for their exam: They will complete an investigation into a theme they choose from the exam paper (choice from ten themes).
- Students are to follow weekly tasks to ensure they're ready for the exam.

STAGE ONE

- **Week 1** three Pages of creative thinking responding to theme.
- **Week 1 and 3** three double pages investigating three artists. One double page per artist. To include analysis (using the visual elements, your opinions and images).
- **Week 4** two Pages of photography (including contact sheet). Record primary sources linked to the development of theme and artist idea. Annotate what has been done and why.

STAGE 2

- **Week 5 and 6** 4 pages of primary source studies developing response to the theme and your use of the visual elements. Use of a range of media. Annotation to support.

- Work cannot be assessed during this period: it is essential that dialogue between student and teacher is constructive.

- As above.

Spring 2	<p style="text-align: center;">Unit two Externally Set Assignment 40%</p> <p style="text-align: center;">Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources. Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses. Assessment objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Externally Set Assignment.</p>		
	<ul style="list-style-type: none"> ➤ STAGE 3 ➤ Week 7 3 pages to develop idea with primary sources and artist influence. Reflect on choice of media, composition, subject and experimenting with techniques and processes. Annotation of all work. Students should now have begun to come to a conclusion. ➤ Week 9 Completion of practice piece either to scale on paper or a miniature on a canvas sheet, canvas or canvas board. Begin to source materials required for the exam (specific paints and canvas). Refinement of idea to the next step from practice piece. Grid up new development (composition/idea) and sketch out composition onto canvas. Make a timescale for the exam; reflect on success of mock. Written statement of intent in sketchbook. 		<ul style="list-style-type: none"> ➤ As above.

	<ul style="list-style-type: none"> ➤ STAGE 4 ➤ Week 10 Completion of final piece during the two-day exam. The final piece will be completed in exam conditions. 		
Summer 1	Internal moderation and final mark across the four AO's Final tweaks to refine portfolio		
	<ul style="list-style-type: none"> ➤ Refinement following teacher feedback. 	<ul style="list-style-type: none"> ➤ Portfolio unit is assessed for the final time; students have a very short period to refine their work before final moderation (Approx. two weeks) 	<ul style="list-style-type: none"> ➤ As above.
Summer 2	External moderation Course complete		