

KS4 GCSE ART, CRAFT AND DESIGN - YEAR OVERVIEW

Term	Assessment Objectives:	YEAR 10	YEAR 11																				
1.1	AO1	KS3 – KS4 TRANSITION PROJECT – ‘This Is Me!’ SUMMER HOLIDAY (Six weeks approx.) Production of a personal zine from eight selected creative prompts. Students will present their work before further developing it into; ‘I Am An Artist....’	EXTENDED INDEPENDENT PROJECT continued... In response to Summer Personal Investigation relating to individual topics/work completed so far. Stimulus: <i>Own artwork. Results of Summer Personal Investigation which should include: Continued independent responses to the theme chosen as well as a second, more refined, set of photographs.</i> YEAR 11 FOCUS: AO4 (Working from AO1) <i>smART</i> Sheets: <ul style="list-style-type: none"> • Collation and presentation of Summer Personal Investigation • Own photographs (second shoot/more refined) • Digital edits/artwork from photographs • Recording/developments • Design ideas <ul style="list-style-type: none"> ○ 1 sheet x4 ideas with annotations ○ 1 sheet final realisation of idea ○ 1 sheet with further refinements Expected Outcomes: Completed <i>smART</i> Sheets of preparatory studies. Media: As selected by the student. Artists: As selected by the student. (Some guidance.) <i>#Opportunity – Printing project from Summer Personal Investigation to re-invigorate and re-focus ALL students as well as providing stimulus for weaker students and those who have not completed the summer task.</i>																				
		INTRODUCTORY ASSIGNMENT – ‘I Am An Artist...’ TWO WEEKS (5 lessons approx.) Stimulus: <i>‘This Is Me!’ Summer zine project.</i> Aim: To gain an understanding of student’s prior learning, current artistic skills, and abilities. To introduce students to the personal/independent nature of the GCSE course. To direct students towards Art, Craft and/or design pathways. Expected Outcomes: Creative personal zine. Completed personal art skills audit. Student determined artistic response to developing a chosen zine page. Completed Independent Project Support planning sheet. Student Evaluation. Media: Student selected materials based on individual knowledge and confidence.																					
1.2	AO2	ARTIST WORKSHOPS Stimulus: <i>Individual teacher-led workshops focusing on specific artistic materials and techniques. Each workshop will provide resource imagery appropriate to the skill being taught but will focus on the Eduqas definition of ‘drawing.’</i> Aim: To introduce students to multiple and varied ways of observing and recording. To focus on developing an understanding of the many materials that could be used in ‘drawing.’ To ensure students have a deep and practical understanding of all the ‘drawing’ techniques available to them and to provide a clear knowledge base from which students can then approach future work with independence, making personal and informed decisions with materials, techniques, subjects, and directions of work. Expected Outcomes: A completed A4 sketchbook containing a series of observational studies using a variety of ‘drawing’ techniques and skills. Thorough annotation and evaluation of each to create a reference book for future independent use. The process of working in sketchbook will also allow students to have a greater understanding of book-working and presentation to make a considered personal choice when selecting how to carry out the EXTERNALLY SET ASSIGNMENT in Year 11. Media: <u>Materials and Techniques Workshops</u> are to include as a minimum:	AO4																				
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1.2	AO3	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 15%;">TONE – PENCIL SHADING</td> <td style="width: 15%;">COMPOSITION – GRID TECHNIQUE</td> <td style="width: 15%;">WORKING WITH PEN</td> <td style="width: 15%;">MARK-MAKING</td> </tr> <tr> <td>PEN & INK</td> <td>INK & BLEACH</td> <td>CHARCOAL</td> <td>SCRAPERBOARD</td> </tr> <tr> <td>UNCONVENTIONAL MATERIALS</td> <td>COLOUR THEORY</td> <td>ACRYLIC PAINT</td> <td>WATERCOLOUR PAINT</td> </tr> <tr> <td>PHOTOGRAPHY - COMPOSITION</td> <td>COLOURED PENCIL</td> <td>OIL PASTELS</td> <td>MONO-PRINTING</td> </tr> <tr> <td>POLY-PRINTING</td> <td>LINO-PRINTING</td> <td>STENCILS</td> <td>WAX RESIST</td> </tr> </table> <p><i>#Opportunity – To include gallery visits and external artists leading key workshops.</i></p>	TONE – PENCIL SHADING	COMPOSITION – GRID TECHNIQUE	WORKING WITH PEN	MARK-MAKING	PEN & INK	INK & BLEACH	CHARCOAL	SCRAPERBOARD	UNCONVENTIONAL MATERIALS	COLOUR THEORY	ACRYLIC PAINT	WATERCOLOUR PAINT	PHOTOGRAPHY - COMPOSITION	COLOURED PENCIL	OIL PASTELS	MONO-PRINTING	POLY-PRINTING	LINO-PRINTING	STENCILS	WAX RESIST	AO4
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			EXTENDED INDEPENDENT PROJECT completed... Stimulus: <i>Own artwork.</i> FINAL FOCUS: AO4 Production of a FINAL RESPONSE that makes use of all previous preparatory studies. Completion of all <i>smART</i> sheets. (Approx. 15 expected as per the guidance sheet.) Full written evaluation of both the FINAL RESPONSE and all PREPARATORY STUDIES to complete the CREATIVE STATEMENT. Completion of all GCSE coursework. Deadline is 1st January.																				
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			FORMAL ASSESMENTS Timetabled as per the school assessment schedule: SNAPSHOT EXAM 1: Term 1.1 SNAPSHOT EXAM 2: Term 1.2 (<i>Opportunity to complete the Creative Statement.</i>) MOCX EXAM: Term 2.1 To complete <i>smART</i> sheets to deadlines as recorded on the Student Tracking Calendar with grades given based on the quality of work up to that point. A fully completed project that addresses all the AOs will not be expected at each snapshot exam, nor will a ‘set’ assessment be completed. The grade will be arrived at holistically.																				

2.1		Additional workshops using 3D materials and specialist techniques will be offered as optional afterschool sessions to enable all to access over the course of the year. (Workshops are not of equal lengths and therefore timings will vary. This project has the potential to extend into Term 2.2 if required.)						
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2.2	AO1	(60%) EXTENDED INDEPENDENT PROJECT Stimulus: Past exam questions – ANGLES, OUTLINE, FROM ABOVE						
3.1		<p>ANGLES Artists, designers, and craftspeople are sometimes inspired by the use of angles. Aurelie Foussard takes close-up photographs of modern buildings from different viewpoints. Juan Gris composed his Cubist paintings combining views from several angles. Nathalie du Pasquier has designed fabric prints, garments and jewellery using angular shapes. Alison Britton makes angular slab-built ceramic vessels. Interior designer Florian Kallus creates angular furniture for the KaschKasch design company.</p> <p>OUTLINE Outline, as well as other linear qualities, is sometimes used as a design element by artists, craftspeople, and designers. Patrick Caulfield used flat areas of colour and bold outlines, often depicting interiors and still life arrangements. Graphic designer Franco Grignani has created many distinctive logo designs using outline. Inscribed linear designs are notable features in traditional Nigerian pottery and in the ceramic work of Lucie Rie. Photographer Matthias Hoch is inspired by the outlines seen in contemporary architecture and textile artist Anni Albers is known for using linear qualities in her geometric designs for weaving.</p> <p>FROM ABOVE Artists, designers, and craftspeople are sometimes inspired by aerial views. Ceramicist Carolyn Genders, painter Carol Rhodes and textile artist Alicia Merrett create artwork inspired by elevated views overlooking the landscape. The Boyle family made casts of sections of ground seen from above. The Jazzberry Blue graphic design company create images based on international street maps and photographer Olafur Eliasson has made aerial studies in his 'Birds Eye View' series.</p>						
3.2	AO2	Aim: To ensure all students experience the rigours of a GCSE Externally Set Assignment in full, prior to their final exam in Year 11. To provide students with free choice as to the subject, theme, and direction of their own investigative studies, as will be the case in January. To prepare students to self-motivate and actively seek inspiration themselves to begin developmental work. To equip students with planning and organisational skills. To provide the pressure of working towards an actual exam (mock x2) in a thorough and methodical way. To enable students to work through all stages of a project, addressing all AOs and including a highly personal final artwork.						
	AO3	<p>YEAR 10 FOCUS: AO1, AO2, AO3</p> <p>smART Sheets:</p> <ul style="list-style-type: none"> Mood board/spider diagram Artist research x2 Own photographs Digital edits/artwork from photographs Recording/developments x2+ Experimentation with materials <p><i>(smART sheets directed by student work in conjunction with the guidance sheet.)</i></p>						

(40%) EXTERNALLY SET ASSIGNMENT – Available to students from January 2nd

WJEC Eduqas will provide an externally set assignment with 15 different starting points. 5 of which will be based on themes, 5 assignments that include visual stimuli and 5 assignments based on written briefs. **Students must select and respond to one starting point from their chosen title.**

The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.

Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of drawing activity and written annotation.

Students individually select presentation – sketchbook or smART sheets.

Art	Craft	Design	Skills & Knowledge	Communication	Our Community
FINAL MARKS TO THE BOARD BY 31ST MAY					

GCSE ART, CRAFT & DESIGN - ASSESSMENT OBJECTIVES

AO1 – CRITICAL UNDERSTANDING

AO2 – CREATIVE MAKING

RESEARCH – ARTISTS & ARTWORK

EXPERIMENTS WITH MATERIALS

Develop ideas through investigations, demonstrating critical understanding of sources.

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

AO3 – REFLECTIVE RECORDING

AO4 – PERSONAL PRESENTATION

IDEAS, SKILLED DRAWINGS, NOTES

FINAL PIECE – UNIQUE & PERSONAL

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

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

COMPONENT 1: Portfolio (Total Marks = 120)

COMPONENT 2: Externally Set Assignment (Total Marks = 80)

The nature of the subject demands that projects and timings remain fluid and are primarily driven in response to the needs of the students. At any point within each of the planned themes, changes can be made to timely respond to outside stimuli and events. Workshops, artist visits, gallery and exhibition viewings will be incorporated wherever and whenever possible. Additionally, students in Year 11 will have holiday and weekend sessions made available to them when necessary. Homework is expected each week, whether specifically set by the teacher or planned for independently by the student. Evening catch-up and support sessions take place each evening.