

# Curriculum Intent and Implementation 2022-23

## GCSE Fine Art

Subject AQA Art and Design GCSE, Fine Art Year group: 10 and 11

### **INTENT:**

#### **Aims of the curriculum -:**

GCSE exams in Art and Design include questions that allow students to demonstrate their ability to:

Bring together the knowledge, understanding and skills acquired during their course of study.

Select and present work produced during their studies to demonstrate attainment, reflecting a holistic approach to coverage of the assessment objectives

Make connections between knowledge, understanding and skills when engaging with sources such as the work of artists, craftspeople and designers and when applying working methods and processes appropriate to one or more of:

a starting point, stimulus or issue-based concern

**a design brief or problem requiring a solution**

a task which specifies an outcome such as an image, artefact or product.

#### **Students know/understand/and are able to -;**

1. Explore elements of visual language, line, form, colour, pattern and texture in the context of Fine Art
2. Be aware of intended audience or purpose for their chosen area(s) of Fine Art
3. Respond to an issue, theme, concept or idea, or work to a brief or answer a need in Fine Art
4. Display an appreciation of the way sources inspire the development of ideas, relevant to fine art, including how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts
5. Use media and materials, as appropriate to students' personal intentions, for example: charcoal, pastels, pen and ink, crayons and pencil, watercolour, gouache, acrylic and oil paint, found materials, clay, wood and metal, digital imagery, different papers and surfaces on which to work.
6. Understanding of techniques related to appropriate use of fine art techniques and processes, appropriate to students' personal intentions, for example: mark-making, mono print and block printing, assemblage, construction, digital working methods

#### **Students achieve through this curriculum and learn -:**

##### **An GCSE level grade – 1– 9 in Fine Art.**

How to use relevant materials, processes, technologies and resources

How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in their chosen area(s)

Historical and contemporary developments and different styles and genres

How images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created

Continuity and change in different styles, genres and traditions relevant to art.

## IMPLEMENTATION:

### Curriculum Overview Art and Design GCSE Year 10

Year group: Year 10 GCSE Art

Subject (include exam board if examination subject): AQA Art and Design

Periods per fortnight: 6 (depending on group)

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p><b><u>Organic Forms/Nature</u></b> -:1/2 term 1.</p> <ul style="list-style-type: none"> <li>• Your own Organic forms photographs x8 – See H/W (SMHW)</li> <li>• Information on Georgia O’Keeffe + 1 own choice artist – See H/W (SMHW)</li> <li>• Record A03 - 1 pencil tonal study</li> <li>• Record A03- 1 colour pencil study</li> <li>• Record A03 - 1 pen/ink/ biro</li> <li>• Record A03 - 1 oil pastel</li> <li>• Artist study board on Georgia O’Keeffe with annotation and personal response. 1x painted artist study.</li> <li>• Develop A01 – Dot - Pointillism techniques – 1 piece of work</li> <li>• Develop A01 - 1 collage/montage – H/W – 2 pieces of work</li> </ul> <p><b><u>Texture and Pattern – ½ term 2.</u></b> <b><u>Pod/leaf/bark/berry/shells</u></b></p> <ul style="list-style-type: none"> <li>• 1x Artist study of Ernst Haeckel</li> <li>• 3 - 4 pictures of Ernst Haeckels work.</li> <li>• 1x artist study of Karl Blossfeldts</li> <li>• 3 – 4 pictures of Karl Blossfeldts work</li> <li>• 1x Pattern/Texture study of own choice. Work from photograph/picture – chosen Media.</li> <li>• Pen and Biro Contact sheet 1 - Draw your own 12 patterns</li> <li>• Texture Contact sheet 2 - Create your own 12 Textures and mount onto A3</li> <li>• 3 x prints on different papers of your textured block – work into with pencil</li> </ul>	<ul style="list-style-type: none"> <li>• School offers a lunch time and after school club to support learning and provide working space each week.</li> <li>• Homework is set on a fortnightly basis on google classroom, this is the minimum expectation and provides differentiated extension material.</li> <li>• Students work at different paces in terms of completing a piece of art work, students are expected to finish any work not finished at in class at home as extended homework.</li> <li>• Department runs various enrichment activities and trips throughout the three year course. These are not compulsory but students are advised to take part where possible in community projects and trips.</li> </ul>	<ul style="list-style-type: none"> <li>• Students/parents have the opportunity to buy a school art pack or resources for home and school use.</li> <li>• Encourage students to produce 2 hours of practical homework a week.</li> <li>• Encourage students to practice skills learned in lesson time at home.</li> <li>• Encourage students to take their own photographs and find their own images in relation to the lesson themes.</li> </ul>

	<p>colour theory. Own collagraph design – printed.</p> <p><u>Assessment</u> AO1 Develop your ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding. AO2 Refine your ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. AO3 Record your, observations and insights relevant to their intentions in visual and/or other forms. AO4 Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements</p>		
<p>Spring Term</p>	<p><b><u>Printing – ½ term 3</u></b> <b><u>Pod, Leaf, Bark Berry, Shells, Fruit, Vegetables</u></b></p> <p>To improve your ability to produce a lino cut and design. To experiment and develop lino printing techniques To produce a printed final outcome using rotation techniques and colour theory. Work required.</p> <ul style="list-style-type: none"> <li>• 1 x Natalie Blake inspired lino cut and print in black and personal response.</li> <li>• 1x Own lino cut design inspired by own photographs and found images to insure your work is independent.</li> <li>• 10 x prints from this lino cut. 6 x on 2 different coloured papers/ 1x on marble background/4 x different backgrounds e.g. material, brown paper, tracing paper/photograph etc.:</li> </ul> <p><b><u>Painting in Acrylic - Inspired by Kurt Jackson and Leonid Afremov.</u></b> <b><u>+Wax resist/Texture and/or Clay</u></b></p> <ul style="list-style-type: none"> <li>• Record – 1x Observational Study of part or whole Kurt Jackson’s work.</li> <li>• Experiment – 1 x Page of Kurt Jackson techniques.</li> <li>• Develop - Your own Kurt Jackson and Leonid Afremov painting using your own landscape photograph – Plan out 2 designs – select your favourite.</li> <li>• Present – Own painting.</li> </ul> <p><b><u>Shells or Pods/Seeds and Leaves/Fruit (choice)</u></b> <b><u>½ Term 4.</u></b></p>	<ul style="list-style-type: none"> <li>• School offers a lunch time and after school club to support learning and provide working space each week.</li> <li>• Homework is set on a fortnightly basis on google classroom, this is the minimum expectation and provides differentiated extension material.</li> <li>• Students work at different paces in terms of completing a piece of art work, students are expected to finish any work not finished in class at home as extended homework.</li> <li>• Department runs various enrichment activities and trips throughout the three year course. These are not compulsory but students are advised to take part where possible in community projects and trips.</li> </ul>	<ul style="list-style-type: none"> <li>• Students/parents have the opportunity to buy a school art pack or resources for home and school use.</li> <li>• Encourage students to produce 2 hours of practical homework a week.</li> <li>• Encourage students to practice skills learned in lesson time at home.</li> <li>• Encourage students to take their own photographs and find their own images in relation to the lesson themes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Take 3 – 6 Photographs of your own.</li> <li>• Find 3 – 6 images form the internet of your own.</li> <li>• Find a shell or a pod/leaf (so you can complete 1 observation from life</li> <li>• Make a moodboard of 6-12 images.</li> <li>• 2 x zoomed in pattern only (any media)</li> <li>• Texture/Collage/paper/montage (use coloured paper, wall paper, wrapping paper, news and brown paper)</li> <li>• Extension Mosaic – (use small cut or torn paper mosaic pieces to build up the tones and colours)</li> <li>• Texture and Paint – (Use tissue/news paper/string to build up a textured piece and finish with acrylic paint).</li> <li>• 1x Clay piece inspired by Lindsay Feuer.</li> </ul> <p><b>Assessment</b>  <b>AO1</b> Develop your ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.  <b>AO2</b> Refine your ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.  <b>AO3</b> Record your, observations and insights relevant to their intentions in visual and/or other forms.  <b>AO4</b> Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements</p>		
<p>Summer Term</p>	<p><b><u>Montage – Inspired by David Hockney Rayographs – Inspired by Man Ray or Cyanotypes inspired by Ana Atkins</u></b>  <b><u>½ term 5.</u></b>  Requirement -: (for each student)</p> <ul style="list-style-type: none"> <li>• Produce 1 Rayograph</li> <li>• Use multiple photocopies of images created to produce a range of montages – minimum 3.</li> <li>• Scraffito - 1 image (Rayograph) - minimum.</li> </ul> <p><b><u>Own Organic Form Starting Point and mini project</u></b></p> <p><b><u>Selection Of Further work Interesting Objects and/or own planned project. Theme Painting.</u></b></p>	<ul style="list-style-type: none"> <li>• School offers a lunch time and after school club to support learning and provide working space each week.</li> <li>• Homework is set on a fortnightly basis on google classroom, this is the minimum expectation and provides differentiated extension material.</li> <li>• Students work at different paces in terms of completing a piece of art work,</li> </ul>	<ul style="list-style-type: none"> <li>• Students/parents have the opportunity to buy a school art pack or resources for home and school use.</li> <li>• Encourage students to produce 2 hours of practical homework a week.</li> <li>• Encourage students to practice skills learned in lesson time at home.</li> <li>• Encourage students to take</li> </ul>

	<p><b><u>½ term 6: Seletion Of Further Work (SOFW) and Final Outcomes for both portfolio and SOFW.</u></b></p> <p><b><u>Objectives:</u></b>          To understand that successfully completing this course requires you to demonstrate a range of artistic skills.          To put together a sophisticated portfolio which demonstrates a range of artistic skills, in a variety of media, based around the theme 'Object'.</p> <ul style="list-style-type: none"> <li>• New ways of drawing</li> <li>• Michael Craig Martin</li> <li>• Chairs</li> <li>• Half and Object</li> <li>• Sections of an Object</li> <li>• Wayne Thiebaud, Cakes</li> <li>• Joel Penkman, Biscuits</li> <li>• Crushed Cans</li> <li>• Sweets</li> <li>• Mixed media Fruit.</li> </ul> <p><b><u>Assessment</u></b>  <b>AO1</b> Develop your ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.  <b>AO2</b> Refine your ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.  <b>AO3</b> Record your, observations and insights relevant to their intentions in visual and/or other forms.  <u>AO4 Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements</u></p>	<p>students are expected to finish any work not finished at in class at home as extended homework.</p> <ul style="list-style-type: none"> <li>• Department runs various enrichment activities and trips throughout the three year course. These are not compulsory but students are advised to take part where possible in community projects and trips.</li> </ul>	<p>their own photographs and find their own images in relation to the lesson themes.</p>
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**IMPACT:**

[How will you measure the impact of your curriculum for this year group?]

Measures -:

- Examination results.
- Lesson Observations and learning walks
- Student opting for course from GCSE

- Student engagement and motivation
- 1.1 work conversation logs
- Use of google classroom to post work and extended learning
- Student career paths
- Evidence of high quality work produced
- Successful exhibition/s trips and visits
- Students involved in school/Buckingham initiatives
- Successful moderation report from examiner AQA.

Links to virtues: -

- Resilience - Acceptance of both success and failure and realisation that they work together in art and design Both are needed to succeed and move forward.
- Ambition - showcase good/exemplary practice in department and student work/achievements. Careers/course links /development at each ks3,4 and 5.
- Confidence – Students are engaged to take more responsibility for their learning and planning in preparation for year 11, 6<sup>th</sup> form, exam periods and working life. Confidence is enhanced by praise and award for achievement.
- Respect - Art team set high standards in terms of class conduct, behaviour policy , respect and appreciation for their environment and others working in the department.
- Empathy – Students are taught to Value each other’s differences and the part everybody plays to reach a goal.