

Art, Craft and Design – Year 10

	Year 10 – Block A	Year 10 – Block B
What do we teach?	<p>Specification: AQA Art and Design (8201)</p> <p>In Year 10, students will focus on component 1. Component 1 requires students to complete a series of work in a variety of different styles and techniques. This includes creating ink drawings, pencil drawings, watercolours, textiles, ceramics and mark making under the framework of ‘Natural Forms’.</p> <p>The lessons are skills based around this topic and ensure students grow confident using various material processes and techniques before independently applying these to their own artworks. Artist research and response lessons are dispersed throughout the topic to engage and inspire students to respond using various mediums and adapting different skills. The project concludes by students utilising skills taught, as well as research undertaken on various artists, to produce a piece of 2D or 3D artwork, This work forms part of their coursework portfolio.</p> <p>Project two builds upon skills and knowledge across different disciplines, investigating the theme “reflections and distortions”. Students are encouraged to pursue artists within the themes independently, studying and responding through different materials and technical processes. This also gives students an opportunity to explore 3D sculpture and design.</p>	
How does this meet the National curriculum?	<p>There are four key assessment objectives, which build upon the Key Stage 3 National Curriculum. These are:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>All four of these assessment objectives are present in each project or piece of work produced. They are also the key benchmark for the coursework portfolio.</p>	
Why does this knowledge matter?	<p>Students will learn how to independently explore themes and develop their ideas through different material processes, refining and experimenting in the lead up to creating a final outcome. It is important that through artist research and responses students are able to contextualise artistic styles, aesthetics and movements to encourage their critical thinking and artistic development. It is also important to give students the opportunity to develop responses in art, craft and design. Not only is this crucial for their assessed pieces of work, but also in developing their wider cultural capital.</p>	
Why do we teach in this sequence?	<p>Students are first immersed in the topic area by experimenting and creating art pieces using the various different styles and techniques. This is then built upon with students utilising primary and secondary sources to engage and inspire. Skills sessions then further build up students developing and recording skills before creating their own outcomes based on artist research and experimentation. Having utilised and explored various styles and techniques in depth, students then independently produce a 2D or 3D artwork piece forming part of their coursework portfolio.</p>	
What career links are made?	<p>Architecture, ceramics, botanical illustration, graphic design, animation. References are made to working contemporary artists such as Sarah Graham, Kate Brinkworth and Janet Fish and their current exhibited works allowing students to engage with art within in a professional context.</p>	

Art, Craft and Design- Year 11

	Year 11 - Block A	Year 11 - Block B
What do we teach?	Specification: AQA Art and Design (8201)	
	<p>In Year 11 students start their last coursework unit 'Identity' (component 1). In this project, students are encouraged to work independently as possible whilst being guided through different disciplines to explore the theme. Students will begin with a focus on portraiture, producing monoprints and lino prints. Students will then independently pursue ideas relevant to their own portfolios before producing a final outcome.</p> <p>Students then start work on their externally set assignment. Students are given a choice of topic areas, and then produce a sketchbook and final project piece to meet the criteria set for their chosen area. This is assessed through:</p> <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised Exam time • 96 marks • 40% of GCSE <p>After the exam where the final outcome is produced, students will review, select and present their Portfolio for final submission in discussion with the teacher, ensuring that the component requirements are fulfilled.</p>	
How does this meet the National curriculum?	<p>There are four key assessment objectives, which build upon the Key Stage 3 National Curriculum. These are:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>All four of these assessment objectives are present in each project or piece of work produced. The externally set assignment also 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 meeting these four assessment objectives.</p>	
Why does this knowledge matter?	<p>Students continue to learn how to independently explore themes and develop their ideas through different material processes, refining and experimenting in the lead up to creating a final outcome. It is important that through artist research and responses students are able to contextualise artistic styles, aesthetics and movements to encourage their critical thinking and artistic development. It is also important that students become comfortable challenging artwork, critically evaluating the strengths and suggested improvement areas for pieces. Not only is this crucial for their assessed pieces of work, but also a key transferable skill that can be utilised across the curriculum.</p>	
Why do we teach in this sequence?	<p>In the beginning of year 11 students should have built up the knowledge of materials and techniques to explore themes more independently. Students will still be guided through certain subjects and ideas, but a focus is on developing their own independence and creativity. We conclude the course by completing the externally set assignment. This requires students to build and document their critical understanding of artists, their ideas and their own artwork to fully immerse themselves in a visual language. This is completed independently.</p>	
What career links are made?	<p>Architecture, ceramics, illustration, graphic design, animation, fashion design, textiles industry, curating, journalism.</p>	