

AHS Art Curriculum: GCSE Fine Art Programme of study 2022-23

KS4: By the end of KS4 students should be fully informed as to potential further education and career opportunities within the fine arts. They will have developed a secure process to develop a personal response to a given theme. They will have an embedded understanding of how to express, suggest and describe using the formal and figurative elements. They will have strong understanding of visual language and use composition purposefully to support their intentions. They will be prepared to take further study at BTEC level 3 or A' level. They will develop a passion for personal expression through the visual arts.

	Course Composition			Assessment
	<p>60% Personal portfolio</p> <p>The GCSE Fine Art course begins with 3 mini projects that introduce methodology and foundation skills in painting, drawing and mixed media. Students are introduced to a range of genres and techniques. They will complete an analysis of their strengths and weaknesses and explore opportunities for a sustained personal project.</p> <p>Students go on to complete component 1, their personal portfolio with an independent 10 week project responding to an overarching theme. They will have the freedom to explore an area of their choosing. This culminates in a 10hr assessment to realise a response.</p> <p>40% Externally Set Assignment (pre-Covid19) Our examination board, Edexcel, sets an external assignment where students can show case their skills so far. This culminates in a 10hr exam to realise ideas based on work that they have developed in lessons.</p>	<p>Note:</p> <p>This course is fast paced and not for the work shy. Meeting deadlines for class and homework is imperative to achieving a good grade.</p>	<p>Note:</p> <p>This course provides an amazing opportunity for personal expression through the visual arts. Students develop many skills that can be applied to other subject areas of study. Students thoroughly enjoy the content and the skills they develop by the end of the course.</p>	<p>Students will be marked using the Edexcel assessment descriptors.</p> <p>Limited Basic Emerging (Competent) Competent (and Consistent) Confident and assured Exceptional</p> <p>This will transfer in to numerical marking as the course and understanding of the assessment objectives develop.</p>
Projects.	Intent	Key Skills	Key Concepts / Knowledge & Understanding.	
<p>Project 1</p> <p>'Reflections'</p> <p>Landscapes</p> <p>4wks</p> <p>(Mixed media/ acrylics)</p>	<p>What is fine art? A visual vehicle for personal expression responding to experience in the world.</p> <p>Students create a landscape or seascape realisation that explores and suggests the key concepts of the theme 'Force'.</p> <p>Key intentions: Introduction to the GCSE assessment objectives. Developing digital sketchbook presentation. Risk taking, by expressive mark making and working at a large scale. Identifying key concepts, techniques and style of the artist David Tress. Research and critical analysis of artworks. Issues of quality within photography.</p> <p>Homework: Students will be expected to complete 3hrs homework a week. This will take the form of completing presentation and annotation of digital sketchbooks, artist research and analysis, sketches and taking photographs.</p>	<p>New skills: Expressive drawing to determine composition. Mixed media techniques (<i>collage, paint and oil pastel.</i>) Digital sketchbooks Photography (considering purpose and intentions, issues of quality. Print screen evidence of photo editing skills Identifying key concepts of the theme 'force'. Annotation of developing work. Working at a large scale.</p> <p>Revisiting skills: Expressive painting Research and analysis Digital and physical sketchbook presentation Interpreting and responding to a theme Photoshop (from Yr8): layers, cropping, masking and colour adjustments</p>	<p>New Knowledge: Artist: David Tress Developing methodology responding to a theme. Self-knowledge: likes and dislikes, responding to working at a large scale.</p> <p>Revisiting knowledge: The formal and figurative elements Evaluation of ideas. The links between assessment objectives.</p>	<p>Students are encouraged to look at each other's work regularly and work that meets the success criteria is discussed in depth.</p> <p>Teacher assessment: verbal and written on the following:-</p> <p>AO1: Research and analysis of the artist David Tress. AO2: Experimentation of ideas, techniques and media. AO3: The quality and purposeful intentions of photographs. AO3: Expression and accuracy of landscape/seascape sketches. AO4: Final landscape/seascape response.</p>

<p>Project 2</p> <p>'Reflections' Portraiture</p> <p>Painting/ Mixed media</p>	<p>Students will create a final piece realisation of a portrait responding to the theme 'Reflections'. How can the figurative and formal elements along with composition be used to express personality or suggest a narrative in portraiture?</p> <p>Key intentions: Students will mind map a given theme. Students will have the opportunity to investigate a wider range of artists who work in the genre of portraiture. They will increasingly develop purposeful analysis of chosen artworks to support their idea development. They will continue to take risks, pushing out of comfort zones to gain self-knowledge with media and techniques.</p> <p>Homework: Students will be expected to complete 3hrs homework a week. This will take the form of completing presentation and annotation of digital sketchbooks, artist research and analysis, taking photographs.</p>	<p>New skills: Composition: portrait placement and angles, negative space. What can this suggest?</p> <p>Revisiting skills: Creating class mind maps to explore the theme. Mixed media / painting Working to large scale. In-depth analysis. Digital and physical sketchbook presentation</p>	<p>New Knowledge: Personal artist research in the genre of portraiture.</p> <p>Revisiting knowledge: The formal and figurative elements Suggestive use of composition</p>	<p>Students are encouraged to look at each other's work regularly and discuss work that successfully meets the assessment criteria.</p> <p>Teacher assessment: verbal and written on the following:-</p> <p>AO1: Research and analysis of a portrait artist. AO2: Experimentation of ideas, techniques and media. AO3: The quality and purposeful intentions of photographs. AO3: Expression and accuracy of portrait sketches. AO4: Final portrait response that suggests personality.</p>
<p>Project 3</p> <p>'Reflections' Still life</p> <p>Oil Pastels, Painting/ Mixed media</p>	<p>Students will realise a final piece still life composition based on the theme 'Reflections'.</p> <p>Key intentions: Students will be given an introduction to a range of artists that have explored the genre of still life. They will look at the abstracted forms of still life depicted by the artists of the cubist movement, staged set-ups with symbolism of the Dutch Vanitas and artists who choose to combine still life with a view through a window. Students will identify key concepts in artworks to pursue in their own studies. To understand realistic and abstracted depiction of still life.</p> <p>Homework: Students will be expected to complete 3hrs homework a week. This will take the form of completing presentation and annotation of digital sketchbooks, artist research and analysis, sketching idea solutions.</p>	<p>New skills: Creating the illusion of perspective on a 2D picture plane (via receding scale and colour). Using tone to model form or give the illusion of depth.</p> <p>Revisiting skills: Identifying and responding to key concepts. Suggestive use of composition Research and analysis Compare and contrast artworks. Digital and physical sketchbook presentation Commentary and annotation of ideas. Print screen evidence of skills</p>	<p>New Knowledge: Perspective: Cubism representing multiple perspectives on a 2D picture plane. Matisse still life flattened in picture plane. Dutch Vanitas giving the illusion of 3D objects with space and depth in a 2D picture plane. Symbolism of objects in a still life.</p> <p>Revisiting knowledge: The formal and figurative elements in composition.</p>	<p>Students are encouraged to look at each other's work regularly and discuss work that successfully meets the assessment criteria.</p> <p>Teacher assessment: verbal and written on the following:-</p> <p>AO1: Research and analysis 2 chosen still life artists. AO2: Experimentation of ideas, media and techniques developed using illustrator and hand drawn sketches.. AO3: Annotation of ideas AO4: Screen saver realisation.</p>

<p>Personal Portfolio Main Project</p> <p>Independent Enquiry, Response and Realisation.</p> <p>'I, Me, Mine'</p> <p>8 wks</p>	<p>Students will create a personal response exploring the theme 'I, Me, Mine' The theme allows for highly personalised outcomes. Students will complete an analysis of their strengths, weaknesses, opportunities and threats over the three previous projects. They will explore opportunities for a sustained personal investigation.</p> <p>What does the theme 'I, Me, Mine' entail? The class complete a written and visual mind map to help explore and establish key concepts of the theme.</p> <p>Key intentions: To apply understanding of the assessment objectives to a personal enquiry of study. To develop confidence in taking risks.</p> <p>Homework: Students will be expected to complete 3hrs homework a week. This will take the form of completing presentation and annotation of digital sketchbooks, artist research and analysis, sketching idea solutions, taking revised photographs.</p>	<p>New skills: A particular artist might require new individual skills (teacher to advise).</p> <p>Revisiting skills: Creating mind maps to explore a theme Identifying and responding to key concepts. Composition (visual hierarchy, salience, vectors, space) Research and analysis Digital Sketchbook presentation Photography: quality and purpose. Print screen evidence of skills</p>	<p>New Concepts / Knowledge: Exploring the theme 'reflections' Defining key concepts from personally chosen artworks.</p> <p>Revisiting Concepts / knowledge: Figurative, formal elements. Compositional devices. Functional and expressive use of typography Image and type composition.</p>	<p>Students are encouraged to look at each other's work regularly and discuss work that successfully meets the assessment criteria.</p> <p>Teacher summative assessment: verbal, written and numerical feedback on the following:-</p> <p>AO1: Research and analysis of artists. AO2: Experimentation of ideas, media and techniques. AO3: Photographs, drawings and written annotation. AO4: Still life realisation</p> <p>AO4 will be conducted in a 10hr controlled assessment.</p>
<p>ESA</p> <p>Externally set assignment.</p> <p>8wks</p>	<p>Externally Set Assignment</p> <p>Our examination board, Edexcel, will advise the centre of this year's theme in January. Students will begin their ESA in February over the duration of 8 weeks to complete preparatory work. The work culminates with a 10hr sustained focus period to realise a final idea that responds to the theme. Strict exam conditions will apply.</p>	<p>Independent enquiry</p> <p>Revisiting skills: Research, React, Respond and Reflect</p>	<p>Independent enquiry</p>	<p>Teacher summative assessment: numerical feedback will be provided on 25th May:-</p> <p>AO1: Research and analysis of artists. AO2: Experimentation of ideas, media and techniques. AO3: Photographs, drawings and written annotation. AO4: ESA realisation</p> <p>AO4 will be conducted in a 10hr controlled assessment. Dates to be advised.</p>