

Term 6 (Early rotation)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Component 1 portfolio – 60% of final GCSE grade. Please note all work including introductory modules is submitted as part of component 1.						
<p>Introductory module 1. Drawing, painting and colour theory.</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Study Skills: Analysis and annotation. Research. Presentation. Critical and contextual studies. ▪ The formal elements. ▪ Observational drawing skills: Line, shape and form. Tone, blending and mark making. Ways of seeing/drawing. Proportion, scale and symmetry. Composition and framing. ▪ Texture and abstraction. ▪ Using graded pencils. 	<p>Introductory module 2. Printmaking.</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Study Skills: Analysis and annotation. Independent research. Presentation. Critical and contextual studies. ▪ The history of print making. ▪ Mark making and how this can be used to create a range of outcomes. ▪ Collograph printing and textural rubbings. ▪ Exploring ways of combining Photography, art and digital manipulation techniques. ▪ Mono-printing. ▪ Image manipulation and experimenting with materials. ▪ Developing outcomes, relevant to intentions and showing clear influences from contextual sources. <p>Assessment: AP1: Summer canvas. AP2: Print outcomes.</p>	<p>Unit 1 Portraiture - Part 1 Drawing and painting</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Study Skills: Analysis and annotation. Independent research. Presentation. Critical and contextual studies. Evaluation. Developing Knowledge, understanding of: ▪ The history of portraiture. ▪ Art history and the birth of perspective, chiaroscuro and realism. ▪ Techniques and key concepts used within portraiture. ▪ The dye transfer process. ▪ Line, shape, composition and proportions of the face and body. ▪ Experimental drawing – Developing drawing skills, exploring techniques and experimenting with materials. ▪ Colour in portraiture. ▪ Digital collage, photography and portraiture. ▪ Developing personal outcomes, relevant to intentions and showing clear influences from contextual sources. 	<p>Unit 1 continued Portraiture – Part 2 Sculpture</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Study Skills: Analysis and annotation. Independent research. Presentation. Critical and contextual studies. Evaluation Developing Knowledge, understanding of: ▪ Neolithic sculpture. ▪ A historical investigation into clay portrait sculpture – Ancient art (primitive), Realism (detailed), Modernism (expressive or minimal). ▪ Developing skills in mark making and portrait drawing. ▪ Clay building techniques and processes. ▪ Firing and glazing. ▪ 3D drawing – Wire sculpture. ▪ Developing, designing and making personal outcomes, relevant to intentions and showing clear influences from contextual sources. <p>Understanding and responding to Assessment Objectives:</p>			

<ul style="list-style-type: none"> ▪ Colour theory. ▪ Paint application techniques. ▪ Exploring media. <p>SMSC/British Values: Spiritual: reflect and learn from reflection. Moral: look after schools' equipment. Social: group discussion Cultural: Critical and contextual research.</p>	<p>SMSC/British Values: Spiritual: reflect and learn from reflection. Exploring, creativity and imagination. Moral: look after schools' equipment. Social: group discussion Cultural: Critical and contextual research. Contrasting historical and modern techniques in art and photography.</p>	<p>Understanding and responding to Assessment Objectives: A01 – Develop ideas through investigations, demonstrating critical understanding of sources. A02 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 – Record ideas, observations and insights relevant to intentions as work progresses. A04 – Present a personal response and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Assessment: AP3: Digital piece (Stephen Gill) AP4: Portrait studies.</p> <p>SMSC/British Values: Spiritual: reflect and learn from reflection. Exploring, creativity and imagination. Moral: look after schools' equipment. Consider moral and ethical issues of art, both contemporary and historically (have these changed)? Social: group discussion, peer assessment, paired tasks. Cultural: Critical and contextual research. Contrasting historical and modern techniques, concepts and movements in art and photography.</p>	<p>A01 – Develop ideas through investigations, demonstrating critical understanding of sources. A02 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 – Record ideas, observations and insights relevant to intentions as work progresses. A04 – Present a personal response and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Assessment: AP5: Portfolio of work to date. AP6: Sculptural outcomes.</p> <p>SMSC/British Values: Spiritual: reflect and learn from reflection. Exploring, creativity and imagination. Moral: look after schools' equipment. Consider moral and ethical issues of art, both contemporary and historically (have these changed)? Social: group discussion, peer assessment, paired tasks. Cultural: Critical and contextual research. Contrasting historical and modern techniques, concepts and movements in art and sculpture.</p>
<p>Enrichment/Extra Curriculum</p> <ul style="list-style-type: none"> • Art Clinic – Tuesday year 9, 10, 11 3.15-5pm. 			

Term 6 (2016)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Component 1 portfolio – 60% of final GCSE grade. Please note all work including introductory modules is submitted as part of component 1.						
Introductory module. Drawing, painting and colour theory.	Unit 1 Landscape		Unit 2 Sculpture			
Skills: <ul style="list-style-type: none"> ▪ Study Skills: Analysis and annotation. Research. Presentation. Critical and contextual studies. ▪ The formal elements. ▪ Observational drawing skills: Line, shape and form. Tone, blending and mark making. Proportion, scale and symmetry. Composition and framing. ▪ Texture and abstraction. ▪ Using graded pencils. ▪ Colour theory. ▪ Paint application techniques. ▪ Exploring media. 	Skills: <ul style="list-style-type: none"> ▪ Study Skills: Critical and contextual studies research. Evaluating. Reflect and refine. Presentation. Analyse and critique. Developing Knowledge, understanding of: <ul style="list-style-type: none"> ▪ Exploring a theme. ▪ Developing and recording ideas relevant to intentions and making connections. ▪ Application of fundamental drawing skills. ▪ Photo editing techniques/Photoshop (where relevant). ▪ Use of subject terminology. ▪ Observing Art disciplines, processes and techniques and interpreting/exploring these to create a personal response. ▪ Visual language, concepts and ideas. ▪ Fundamental theories and application of these. ▪ Narrative, audience and aesthetics. Understanding and responding to Assessment Objectives: <p>A01 – Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>A02 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A03 – Record ideas, observations and insights relevant to intentions as work progresses.</p>		Skills: <ul style="list-style-type: none"> ▪ Study Skills: Independent research. Presentation. Critical and contextual studies. Evaluation, Reflect and refine. Analyse, annotate and critique. Use of subject terminology. Developing Knowledge, understanding of: <ul style="list-style-type: none"> ▪ Historical influences and conventions in sculpture. ▪ Observing Art disciplines, processes and techniques and interpreting/exploring these to create a personal response. ▪ Visual language, concepts and ideas. ▪ Narrative, audience and aesthetics. ▪ Application of fundamental drawing skills - Exploration of a range of sculptural techniques and processes. ▪ Clay building techniques. ▪ Firing and glazing. ▪ 3D drawing – Wire sculpture. ▪ Developing, designing and making personal outcomes, relevant to intentions and showing clear influences from contextual sources. Understanding and responding to Assessment Objectives: <p>A01 – Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>A02 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A03 – Record ideas, observations and insights relevant to intentions as work progresses.</p>			

<p>Assessment: AP1: Summer canvas (AO3 and AO4).</p> <p>SMSC/British Values: Spiritual: <i>reflect and learn from reflection. Observing the natural environment.</i> Moral: <i>look after schools' equipment.</i> Social: <i>group discussion and peer assessment.</i> Cultural: <i>Critical and contextual research.</i></p>	<p>A04 – Present a personal response and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Assessment pieces: AP2: Introductory module portfolio (All assessment bands). AP3: Recording – Thumbnail sketches and composition pieces (AO3).</p> <p>SMSC/British Values: Spiritual: <i>reflect and learn from reflection. Creativity and imagination. Exploring aesthetics within landscape.</i> Moral: <i>look after schools equipment.</i> Social: <i>Group work and group discussion, peer assessment.</i> Cultural: <i>looking at photographers from other cultures and historical contexts.</i></p>	<p>progresses.</p> <p>A04 – Present a personal response and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Assessment pieces: AP4: Final outcome Landscape unit (AO4). AP5: Sculpture unit – Observational drawings and development of ideas (AO1 and AO3). AP6: Sculptural Marquette's (AO2, A03).</p> <p>SMSC/British Values: Spiritual: <i>reflect and learn from reflection. Exploring, creativity and imagination.</i> Moral: <i>look after schools' equipment.</i> Social: <i>group discussion, peer assessment, paired tasks.</i> Cultural: <i>Critical and contextual research. Contrasting historical and modern techniques, concepts and movements in art and sculpture.</i></p>
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Enrichment/Extra Curriculum

- Art Clinic – Tuesday year 9, 10, 11 3.15-5pm.

Term 6 (2016)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Portfolio of work (Units 1 and 2) – 60% of final GCSE grade.			Externally set task – 40% of final GCSE grade.			Course complete. Marking and moderation. End of year exhibition.
Portfolio of Work - Unit 2 Multicultural			Externally set task. Exam preparatory period		Externally set task. Exam preparatory period continued + 10 hour exam.	
Skills: <ul style="list-style-type: none"> ▪ Study Skills: Critical and contextual studies research. Evaluating. Reflect and refine. Presentation. Analyse and critique. Developing Knowledge, understanding of: <ul style="list-style-type: none"> ▪ Exploring a theme. ▪ Developing and recording ideas relevant to intentions and making connections. ▪ Application of fundamental drawing skills. ▪ Photo editing techniques/Photoshop (where relevant). ▪ Use of subject terminology. ▪ Observing Art disciplines, processes and techniques and interpreting/exploring these to create a personal response. ▪ Visual language, concepts and ideas. ▪ Fundamental theories and application of these. ▪ Narrative, audience and aesthetics. ▪ Exploring cultures and the historical and symbolic significance of art within these cultures. 			Pupils are given an exam paper from the exam board which will offer them a range of themes to choose from, one of which they will respond to in producing a new unit of work. <p>Pupils are required to respond to each of the assessment objectives below:</p> <p>A01 – Develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.</p> <p>A02 – Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p>A03 – Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>A04 – Present a personal, informed response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written oral or other elements.</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Study Skills: Independent research. 		Exam dates: Thursday 27 th April and Tuesday 2 nd May 2017. <p>Assessment pieces:</p> <p>AP5: Teacher prediction based on evidence within portfolio of work and externally set assignment.</p>	

<p>Understanding and responding to Assessment Objectives:</p> <p>A01 – Develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.</p> <p>A02 – Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p>A03 – Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>A04 – Present a personal, informed response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written oral or other elements.</p> <p>Assessment pieces:</p> <p>AP1: Unit 1 Landscapes portfolio (All assessment criteria).</p> <p>AP2: Mock exam (All assessment criteria).</p> <p>SMSC/British Values:</p> <p><i>Spiritual: reflect and learn from reflection. Creativity and imagination. Exploring aesthetics within art.</i></p> <p><i>Moral: look after schools equipment. Moral differences across cultures, sensitivity use of language when referring to various cultures and cultural practices.</i></p> <p><i>Social: Group work and group discussion, peer assessment.</i></p> <p><i>Cultural: looking at artists from other cultures and historical contexts.</i></p>	<p>Evaluating.</p> <p>Reflect and refine.</p> <p>Presentation.</p> <p>Analyse and critique.</p> <p>Pupils will need to demonstrate they are able to:</p> <ul style="list-style-type: none"> ▪ Explore a theme. ▪ Develop and record ideas relevant to intentions and make connections with the work of others’. ▪ Observe Art disciplines, processes and techniques and interpreting/exploring these to create a personal response. ▪ Develop visual language techniques, concepts and ideas. ▪ Understand fundamental theories and apply these. ▪ Consider narrative, audience and aesthetics. <p>Assessment pieces:</p> <p>AP3: Portfolio of Work (All assessment criteria).</p> <p>AP4: Externally set Assignment – Observational studies and development of ideas (AO1, A03).</p> <p>SMSC/British Values:</p> <p><i>Spiritual: Reflect and learn from reflection. Creativity and imagination. Exploring aesthetics within art and culture</i></p> <p><i>Moral: Look after schools equipment.</i></p> <p><i>Social: Group work and group discussion, peer assessment.</i></p> <p><i>Cultural: Looking at artists from other cultures and historical contexts.</i></p>		
<p>Enrichment/Extra Curriculum</p> <ul style="list-style-type: none"> ▪ Art Clinic – Tuesday year 9, 10, 11 3.15-5pm ▪ Gallery visit 			