



Golden Threads

- Work with independence and develop the skills to be critical and reflective thinkers
- Use their imagination to create original pieces of artwork
- Take risks and learn from their mistakes while working on the tasks set out in this scheme of work
- Build on and develop skills in a range of techniques, process and technologies
- Develop knowledge and an understanding of various past and present artists and designers
- Develop self-confidence, resilience, perseverance, self-discipline and commitment

Enrichment

- Support offered through teacher intervention in and out of lesson
- Trips to galleries offered
- Trips abroad offered

Review and Evaluation

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1-2	GCSE WJEC/Eduqas Coursework Portfolio; Thematic project (e.g. Identity / environment / Life) 60% of final grade. Skills input module Key facts and dates around artists and art movements which have informed their studies and ideas. Understanding material properties and limitations Key facts and dates around art movements and the artists that are associated within it Key concepts and ideas behind their own artwork	actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds • develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products • become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques • develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills • develop and refine ideas and proposals, personal outcomes or solutions with increasing independence Drawing skills: Use of drawing for different purposes (recording observations, designs etc.), and use of a range of tonal and colour media. Visit to gallery; research and contextualisation skills. Students respond directly to art and artefacts viewed at a gallery / museum. Drawn and written tasks to focus on visual analysis and contextual understanding. Practical skills appropriate to students' opted area of study: Fine Art; drawing, painting, printmaking etc. Art, craft and design; 2D and 3D media and related skills including design based approaches.	A01; Research and analysis of work by relevant artists, designers and photographers. Response to artists' work through practical tasks. A02; Skills in using a range of appropriate media and techniques. Experimentation with materials and thematic ideas to explore possibilities. A03; Use drawing and photography to record observations (primary sources), experiences, ideas and progress. Reflect on work through annotations in sketchbook. A04; Contextualisation of students' ideas; holistic approach throughout project, recognition of links between different elements.	That Art doesn't have much writing included in the curriculum Not all the work they produce gets submitted as part of their GCSE That you can copy research from the internet without quoting/referencing where the information came from and passing it off as their own That you have to specialise in photorealism	Line Form Shape Texture Tone Colour Space Analyse Development Refinement Experimenting Portfolio Observation Annotation Research	All skills taught in KS3 transition into skills needed too meet all assessment objectives



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 3	GCSE WJEC/Eduqas Coursework Portfolio; Thematic project (e.g. Identity / environment / Life) Development of ideas and skills Plan and complete interim piece; sustained practical outcome. Students identify and develop ideas and produce a sustained interim outcome using media appropriate to their area of study. Key facts and dates around artists and art movements which have informed their studies and ideas. Understanding material properties and limitations Key facts and dates around art movements and the artists that are associated within it Key concepts and ideas behind their own artwork	actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds • develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products • become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques • develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skill • develop and refine ideas and proposals, personal outcomes or solutions with increasing independence Students use / combine new and acquired skills to experiment with media and refine ideas. Investigate artworks (etc.) linked to students' own ideas for development. Communicate ideas, media trials and artists' influence through ongoing documentation and annotation in sketchbooks. Plan and complete a practical outcome, expressing a personal response to the coursework project theme. Evaluation of sustained practical piece, ideas and use of skills.	AO1; Research and analyse relevant critical examples to inform the development of ideas. AO2; Experiment with media and materials appropriate to students' area of study, and refine ideas for a practical outcome. AO3; Use drawing and photography to record direct observations and design ideas. Document the ongoing development of refined ideas and media trials, annotated to add reflective personal comment. AO4; Completion of sustained practical interim outcome, showing good use of appropriate skills. Evaluation of work, making links to artists' examples, personal ideas and practical experimentation.	That Art doesn't have much writing included in the curriculum Not all the work they produce gets submitted as part of their GCSE That you can copy research from the internet without quoting/referencing where the information came from and passing it off as their own That you have to specialise in photorealism	Line Form Shape Texture Tone Colour Space Analyse Development Refinement Experimenting Portfolio Observation Annotation Research	



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 4-6	GCSE WJEC/Eduqas Coursework Portfolio	actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds	O1; Research and analyse relevant critical examples to inform the development of personal ideas.	That Art doesn't have much writing included in the curriculum	Line Form Shape Texture Tone Colour Space Analyse Development Refinement Experimenting Portfolio Observation Annotation Research	
	Independent project	- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products - become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques - develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills - develop and refine ideas and proposals, personal outcomes or solutions with increasing independence	AO2; Experiment with a range of media and materials appropriate to students' area of study, and further develop / refine ideas through ongoing reflection and modification.	Not all the work they produce gets submitted as part of their GCSE		
	Students identify a personal focus, linked to their overarching coursework theme. This will form the starting point for their Independent project which continues through terms 1&2 in Y11.	Personal response to the theme; Identify a strong focus and generate initial ideas through mind-mapping or similar.	AO3; Use drawing and photography to record direct observations and ideas. Document the ongoing development of refined ideas and media trials, annotated to add reflective personal comment.	That you can copy research from the internet without quoting/referencing where the information came from and passing it off as their own		
	Key facts and dates around artists and art movements which have informed their studies and ideas.	Research skills; investigate work of relevant artists and designers from a range of sources, recognising connections to students' personal ideas.		That you have to specialise in photorealism		
	Understanding material properties and limitations	Practical responses to artists' examples, investigating use of media.				
	Key facts and dates around art movements and the artists that are associated within it	Analysis of relevant artworks to inform ideas and progress.				
	Key concepts and ideas behind their own artwork	Practical experimentation; applying acquired skills to personal ideas. Recognition and progression of strongest ideas. Drawing and photography used to record observations, ideas and progress. Emphasis on use of primary sources. Documentation of students' evolving ideas and reflective annotation.				