



### 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                                                                                                                                                                                                                                        |
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| Term 1-2 | <p><b>GCSE WJEC/Eduqas Art &amp; Design Coursework Portfolio 1</b></p> <p>Independent project Students have identified a personal focus, linked to their overarching coursework theme.</p> <p>Continuation of Independent project begun in terms 5&amp;6 Y10. Structured project to guide students in working with their personal ideas.</p> <p>Final outcome for Independent completed and all work evaluated. D/L end of term 2. / coursework project to be</p> <p>Key facts and dates around artists and art movements which have informed their studies and ideas.</p> <p>Understanding material properties and limitations</p> <p>Key facts and dates around art movements and the artists that are associated within it</p> <p>Key concepts and ideas behind their own artwork</p> | <p>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</p> <ul style="list-style-type: none"> <li>• develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</li> <li>• become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</li> <li>• develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</li> <li>• develop and refine ideas and proposals, personal outcomes or solutions with increasing independence</li> </ul> <p>Students review their project progress and identify artists, designers and photographers to research, informing their independent project development. Analysis of key artworks and connections made with own ideas.</p> <p>Purposeful experimentation using existing and newly acquired practical skills relevant to area of study. Personal ideas are developed and refined. Media testing as part of final piece planning.</p> <p>Students record their progress and primary observations through drawing and photography. Sketchbooks updated and annotated as reflective elements of projects. Drawing used for different purposes; annotated working drawings as a creative tool.</p> <p>Final practical outcome completed to a high standard.</p> <p>Evaluation of the final practical outcome and whole project.</p> | <p>AO1<br/>Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2<br/>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3<br/>Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4<br/>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> | <p>That the 10 exam is the only portion of the exam unit.</p> | <p>Line</p> <p>Form</p> <p>Shape</p> <p>Texture</p> <p>Tone</p> <p>Colour</p> <p>Space</p> <p>Analyse</p> <p>Development</p> <p>Refinement</p> <p>Experimenting</p> <p>Portfolio</p> <p>Observation</p> <p>Annotation</p> <p>Research</p> | <p>All skills taught in KS3 transition into skills needed to meet all assessment objectives:</p> <ul style="list-style-type: none"> <li>• Colour theory</li> <li>• Observational skills</li> <li>• Working with proportion</li> <li>• Analysis</li> </ul> |



|        | Topics & Substantive Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Misconceptions                                                | Key Vocabulary                                                                                                                                                                                  | Knowledge Tracking                                                                                                                                                                                                                                        |
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| Term 3 | <p><b>GCSE WJEC/ Eduqas Art &amp; Design</b></p> <p><b>Externally Set Assignment 2 (Exam project)</b></p> <p>Students receive their exam paper at the start of term 3 (January). One question or project starting point is selected by students.</p> <p>During terms 3 &amp; 4, students develop their ESA projects through structured tasks, to address all assessment objectives (see assessment).</p> <p>The final practical outcome for ESA is produced in 10 hours under exam conditions;<br/>2 school days of 5 hours.</p> <p>Key facts and dates around artists and art movements which have informed their studies and ideas.</p> <p>Understanding material properties and limitations</p> <p>Key facts and dates around art movements and the artists that are associated within it</p> <p>Key concepts and ideas behind their own artwork</p> | <p>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</p> <ul style="list-style-type: none"> <li>• develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</li> <li>• become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</li> <li>• develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</li> <li>• develop and refine ideas and proposals, personal outcomes or solutions with increasing independence</li> </ul> <p>Students receive exam papers and make an informed choice of question / starting point. This is explored through mind mapping and conducting research of relevant artists and designers' work. Key examples are analysed.</p> <p>Students' personal ideas are developed and refined through experimentation using media, materials and techniques appropriate to their area of study. All work is documented and reflectively annotated recognising critical and personal connections.</p> <p>Students use drawing and photography to record observations and insights. Primary imagery is mainly used to develop the project and a high skill level is aimed for. Drawing for different purposes to be included. Students arrive at a well-considered and tested plan for their final exam outcome.</p> | <p>AO1<br/>Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2<br/>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3<br/>Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4<br/>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> | <p>That the 10 exam is the only portion of the exam unit.</p> | <p>Line<br/>Form<br/>Shape<br/>Texture<br/>Tone<br/>Colour<br/>Space<br/>Analyse<br/>Development<br/>Refinement<br/>Experimenting<br/>Portfolio<br/>Observation<br/>Annotation<br/>Research</p> | <p>All skills taught in KS3 transition into skills needed to meet all assessment objectives:</p> <ul style="list-style-type: none"> <li>• Colour theory</li> <li>• Observational skills</li> <li>• Working with proportion</li> <li>• Analysis</li> </ul> |



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| Term 4-5 | <p><b>GCSE WJEC/ Eduqas Art &amp; Design</b></p> <p><b>Externally Set Assignment 2 (Exam project)</b></p> <p>Students complete their final exam outcome in 10 hours; 2 x 5 hour sessions (with breaks)</p> <p>Students present their Coursework Portfolio (component 1) and ESA – Exam project (component 2)</p> <p>For final assessment</p> <p>GCSE Art &amp; Design exhibition. Work by all GCSE Art&amp; Design students is exhibited; students and their families and friends are welcome to view the work.</p> <p>Key facts and dates around artists and art movements which have informed their studies and ideas.</p> <p>Understanding material properties and limitations</p> <p>Key facts and dates around art movements and the artists that are associated within it</p> <p>Key concepts and ideas behind their own artwork</p> | <p>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</p> <ul style="list-style-type: none"> <li>• develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</li> <li>• become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</li> <li>• develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</li> <li>• develop and refine ideas and proposals, personal outcomes or solutions with increasing independence</li> </ul> <p>Students complete their planned exam piece in 10 hours (2x5 hour exam sessions).</p> <p>The final outcome should communicate personal ideas, developed and refined during the research and experimentation phase of the project.</p> <p>Primary images should be used to inform the outcome, as should connections formed with other artists' work.</p> <p>Students document their final outcome; concepts and media use, and evaluate the project and final outcome, making links to work by artists studied.</p> | <p>AO1</p> <p>Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2</p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3</p> <p>Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4</p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> | <p>That the 10 exam is the only portion of the exam unit.</p> | <p>Line</p> <p>Form</p> <p>Shape</p> <p>Texture</p> <p>Tone</p> <p>Colour</p> <p>Space</p> <p>Analyse</p> <p>Development</p> <p>Refinement</p> <p>Experimenting</p> <p>Portfolio</p> <p>Observation</p> <p>Annotation</p> <p>Research</p> | <p>All skills taught in KS3 transition into skills needed to meet all assessment objectives:</p> <ul style="list-style-type: none"> <li>• Colour theory</li> <li>• Observational skills</li> <li>• Working with proportion</li> <li>• Analysis</li> </ul> |