



Art Curriculum Intent

We aim to encourage open minded, creative, critical reflective thinkers who develop through Art the courage and confidence to discover and contribute to the world around them. Then in turn, they will strive to become scholars; to adapt influence or impact their chosen fields/careers with a creative and innovation approach.

Art GCSE Curriculum Overview

Introduction to our course

Our GCSE in Art and Design course is developed with specifications that will bring the subject to life and inspire young learners to achieve and progress through art and design and gain transferrable skills.

This course builds the knowledge, skills and understanding for a well selected yet diverse range of art, craft and design themes which are designed to contribute to the quality, breadth of choice and coherence of national provision. My departmental aim is to encourage independence, so even though students initially consolidate their skills with images centred on Natural Forms, learners are encouraged to choose their own pathways from this starting point.

The course at BVGS is designed to encourage learners to develop their knowledge, skills, and understanding along with creativity and imagination. Learners are supported to be able to show this through their responses to a range of visual and written stimuli. The reason I believe Natural forms is a successful starting point is that it is accessible and diverse. It allows for core skills to be developed to a high level at early learning stages. For example, trees, flowers, fruit, shells and bones all develop the use of form, composition, detail, surface and tone. They also introduce sources from both primary and secondary sources to develop more successful recording and skills. Students are able to use this element of the course to experiment, either with materials or skills or artist influences. They can easily but effectively develop their own skills and interest, and more importantly discover where their own interests and highest achievements are.

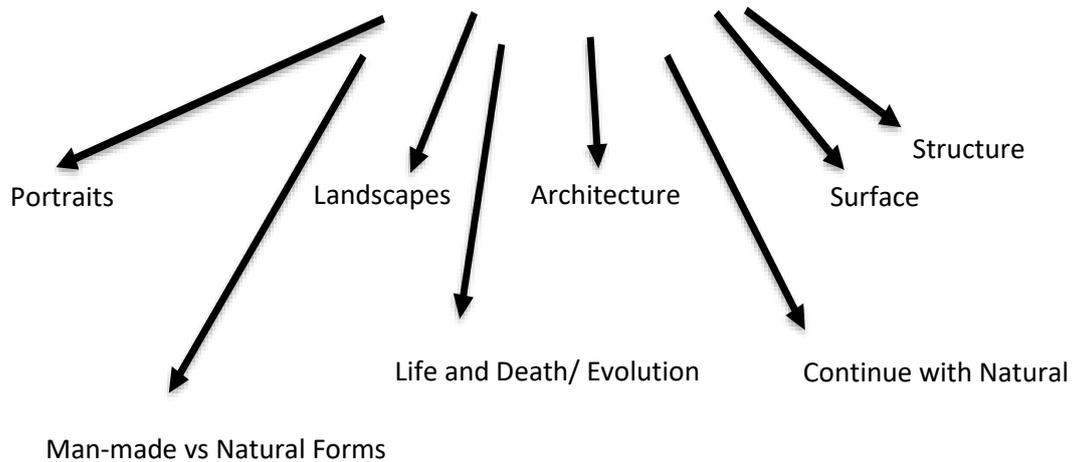
A series of themes studies which develop Visual Elements in subject specific workshops:

1. Secondary Observational Drawing -Foliage/ Fruit forms-Pencil Tone- (Susannah Blaxhill),
2. Primary Observational Drawing-Shells- oil pastels- (Georgia O'Keeffe/ Ernest Haekel)
3. Secondary Observational Drawing -Flower Forms- Prisma Colour crayons- (Natalie Toplass)



4. Impasto Painting- various images showing surface and texture – Acrylic- (Impressionism)
5. Secondary Observational Drawing-Eyes- (Escher)
6. Secondary Observational Drawing-Hands- (Cath Riley/ Henry Moore/ Escher) 7. Secondary Observational Drawing-Skulls- (Rene Campbell)

7. Followed by ONE individual theme:



Our GCSE in Art and Design will encourage learners to:

- 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
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent



- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learners' own work
- demonstrate safe working practices in art, craft and design.

Assessment of work:

Assessment objective	Assessment descriptor	Weighting
AO1	Develop ideas through investigations, demonstrating critical understanding of sources.	25%
AO1	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	25%
AO1	Record ideas, observations and insights relevant to intentions as work progresses.	25%
AO1	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	25%

Our GCSE in Art and Design consists of two components:

1. We start the portfolio component at the start of Year 10 and it is completed by December in year 11.

It is worth 60% of the final grade.

This component comprises of a Portfolio of Work.

This portfolio will consist of exploring, developing and responding to a theme. We chose to present the portfolio in a flip-file which allows for work to be easily selected and refined throughout the course. There are no restriction on the scale of work produced or the timeframe for undertaking the work but learners should carefully **select, organise** and **present** work to ensure that they provide evidence of meeting all four assessment objectives. Also, students are encouraged to start with full and varied experiences of drawing, painting, printmaking, collage, Photoshop, ceramics, etc., but as they reach March



in Year 10 they become selective to their own individual skills and interests. Students then develop their own development to create a meaningful and personal response.

2. This is followed by the Externally Set Task.

The Externally Set Task exam paper is given to learners in their first Art lesson in January in Year 11. We determine, plan and support the amount of time for preparatory study prior to learners undertaking their 10-hour supervised time period.

The paper is set by the exam board and gives learners a choice of five themes, each with a choice of written and/or visual starting points or stimuli. From this paper, learners are expected to choose **one** option for which they will generate an appropriate personal response of one or more artefact(s)/product(s)/personal outcome(s) within a 10-hour supervised time period. The paper will also give the learner an opportunity to develop an extended response.

All work is assessed weekly, with praise and recognition of success (WWW) and at least one formative target for improvement (EBI). All students are constantly revising their work and aiming to develop it to a higher grade. Aiming for 6-9 grade for most students (dependant on their own ability), any work lower than this grade is not included in their final submission or grade.