

Fine Art Curriculum map

Year 10 Autumn Term: Natural Forms

PURPOSE	RATIONALE	SEQUENCING	ASSESSMENT
<ul style="list-style-type: none"> To develop, refine, record and present drawing techniques linked to artist studies. Including: cross hatching; stippling; gesture sketching and tonal colour shading among others, using a variety of mediums and subject matter within the overall theme of Natural Forms. To develop, refine, record and present Painting techniques linked to artist studies. Including: water colour; ink; acrylic; and oil. Within each of these mediums colour theory is embedded and used to explore new ways of expressing meaning. To develop, refine, record and present Printmaking techniques linked to artist studies. Including a variety of the following: Linocut block prints; Mono prints; collagraph prints; Dry point prints and Stencil prints. To present relevant, personal and creative responses to the work of artists studied throughout the topic. Including: Angie Lewin; Karl Blossfeldt; Georgia O’Keeffe; Ernst Haekel and others. 	<p>In order to evidence the development of knowledge and understanding through exploring personal and achievable creative success in new skills, techniques and mediums.</p> <p>The building up of work to submit into component 1 (course work portfolio), which is 60% of the overall grade.</p> <p>Recognising how Fine Art has such a vital role in the world and understanding the way artists influence the past, present and future.</p>	<p>Applying previous KS3 knowledge and understanding of the formal elements of art and demonstrating this through the practice of new skills, techniques, methods and mediums.</p>	<p>Ongoing teacher assessment. Looking to gain up to 24 marks within each of the 4 assessment objectives: <i>Develop; Refine; Record; Present</i>.</p> <p>AQA requires a wholistic approach to assessment, directing teachers/assessors to look for evidence of any or some of the assessment objectives at any point in the topic. <i>For example, AO4: ‘Present’ is not just evidenced in a final piece, it can be found at any point where the student has accumulated their ideas and influences into an unfinished sketch, or selection of photographs etc.</i></p> <p>COMPONENT 1: What's assessed? A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student’s course of study.</p> <p>How it's assessed</p> <ul style="list-style-type: none"> No time limit 96 marks 60% of GCSE

Year 10 Spring Term: Architecture

PURPOSE	RATIONALE	SEQUENCING	ASSESSMENT
<ul style="list-style-type: none"> To develop, refine, record and present drawing techniques linked to artist studies. Including strong focuses on: perspective; texture; composition and conceptual drawing. To develop, refine, record and present Mixed media techniques linked to artist studies. Collage; printmaking; painting with textures; To develop, refine, record and present Photography techniques linked to artist studies. To develop, refine, record and present 3D sculpting techniques within the medium of clay. Including: planning, preparation and presenting of ideas; processes within ceramics; building, firing and glazing a final sculptural piece of 3D artwork. To present relevant, personal and creative responses to the work of artists studied throughout the topic. Including: Sunga Park; #paperboyo; Valery Koshlyakov; Hundertwasser; Hopper; Lowry; Piper; Brickels and references to others. 	<p>In order to evidence the development of knowledge and understanding through exploring personal and achievable creative success in new skills, techniques and mediums.</p> <p>The building up of work to submit into component 1 (course work portfolio), which is 60% of the overall grade.</p> <p>Recognising how Fine Art has such a vital role in the world and understanding the way artists influence the past, present and future.</p>	<p>In order to make good progress in this topic, students will have secure knowledge and understanding of the elements of art, as evidenced in the previous topic (Natural Forms).</p> <p>Previous knowledge and understanding builds directly into new techniques and artforms, providing the students with more confidence within their creative experimentation, and giving them the ability to recognise and appreciation the relevance of drawing; mixed media; photography and ceramics.</p> <p>Increase in independent and self-directed development of creative ideas.</p>	<p>Ongoing teacher assessment. Looking to gain up to 24 marks within each of the 4 assessment objectives: <i>Develop; Refine; Record; Present</i>.</p> <p>AQA requires a wholistic approach to assessment, directing teachers/assessors to look for evidence of any or some of the assessment objectives at any point in the topic. <i>For example, AO4: 'Present' is not just evidenced in a final piece, it can be found at any point where the student has accumulated their ideas and influences into an unfinished sketch, or selection of photographs etc.</i></p> <p>COMPONENT 1: What's assessed? A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p> <p>How it's assessed</p> <ul style="list-style-type: none"> No time limit 96 marks 60% of GCSE.

Year 10 Summer Term: The World Around Us

PURPOSE	RATIONALE	SEQUENCING	ASSESSMENT
<ul style="list-style-type: none"> To develop, refine, record and present illustration techniques linked specifically to the artist Pawel Kuczynski and references to other artists. To develop, refine, record and present 'Public Art' techniques linked specifically to the artists Banksy and ROA. To develop, refine, record and present 'Portrait' techniques specifically related to headlines in the news. To present a relevant, personal and creative response to the work of artists and cultural issues which have been studied throughout the topic. 	<p>In order to evidence the development of knowledge and understanding through exploring personal and achievable creative success in new skills, techniques and mediums.</p> <p>The building up of work to submit into component 1 (course work portfolio), which is 60% of the overall grade.</p> <p>Recognising how Fine Art has such a vital role in the world and understanding the way artists influence the past, present and future.</p>	<p>This topic comes at the end of component 1 as it allows for the most independent and self-directed development of creative ideas. It is essential that at this point that there is a secure understanding and confident use of skills and techniques used in previous topics. Students will have gained a firmer understanding of their own abilities and particular fields of interest within art, and will now use what they have practiced to express issues of democracy; law; personal liberty and a range in cultural values.</p>	<p>Ongoing teacher assessment. Looking to gain up to 24 marks within each of the 4 assessment objectives: <i>Develop; Refine; Record; Present</i>.</p> <p>AQA requires a wholistic approach to assessment, directing teachers/assessors to look for evidence of any or some of the assessment objectives at any point in the topic. <i>For example, AO4: 'Present' is not just evidenced in a final piece, it can be found at any point where the student has accumulated their ideas and influences into an unfinished sketch, or selection of photographs etc.</i></p> <p>COMPONENT 1: What's assessed? A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p> <p>How it's assessed</p> <ul style="list-style-type: none"> No time limit 96 marks 60% of GCSE

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Year 11 Autumn Term: Exam Prep (Mock Exam)

PURPOSE	RATIONALE	SEQUENCING	ASSESSMENT
<p>Creative thinking development: <i>Students will begin to tie together ideas and techniques that are most relevant to their chosen theme from given selection of topics. Students must record the development of ideas using at least two pages of A3, showing photographs, drawing and annotation.</i></p> <p>Creative thinking connections: <i>Students must narrow down their ideas, through deciding on subject matter they plan to use for their final piece, recording their ideas as they go along. Students must create at least 2x A3 pages of development with their chosen images/forms making relevant connections to artists.</i></p> <p>Material testing: <i>Students must record a series of tests showing samples of materials and technical skills needed for their final piece. This should be presented on at least 2x A3 pages.</i></p> <p>Final piece planning: <i>Students must present their final idea, including choice of medium (2D or 3D); background material; subject matter; composition and size. Students must record references to other artists in their final plan along with annotations and drawings, which show the development of their own creative thinking.</i></p> <p>Final piece: <i>Students undertake a 5 hour final piece artwork under art room exam conditions.</i></p>	<p>The mock exam is a condensed version of the actual exam (component 2), preparing students for a more open-ended theme from a selection of starting points (taken the from previous year's NEA).</p> <p>The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 5 hours of supervised/ art room exam conditioned time.</p>	<p>At this point that there is a secure understanding and confident use of skills and techniques used in previous topics. Students will have gained a firmer understanding of their own abilities and particular fields of interest within art, and will now use what they have practiced to express issues of democracy; law; personal liberty and a range in cultural values.</p>	<p>Students may produce a single outcome or a series of related outcomes when realising their intentions in the supervised/ art room exam conditioned time (5 hours). Ongoing teacher assessment. Looking to gain up to 24 marks within each of the 4 assessment objectives: <i>Develop; Refine; Record; Present.</i></p> <p>COMPONENT 1: What's assessed? A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • No time limit • 96 marks • 60% of GCSE

Year 11 Spring Term: Component 2: AQA Externally Set Assignment

PURPOSE	RATIONALE	SEQUENCING	ASSESSMENT
<p>AQA will provide a separate externally set assignment with seven different starting points. Students must select and respond to one starting point from their chosen title.</p> <p>Students must ensure that the total submission for Component 2 evidences coverage of all 4 assessment objectives and evidence of drawing activity and written annotation.</p> <p>Externally set assignments will be available to students and teachers from 2 January. They must be given to students in their entirety and must not be edited, changed or abridged in any way.</p> <p>A preparation period which can begin on or after 2 January is followed by 10 hours of supervised unaided work in which students are required to realise their intentions. Students must not undertake any further preparatory studies once the first period of supervised time starts.</p>	<p>Students are provided with guidance and instruction whilst independence is encouraged at an early stage. Students are steered towards themes that suit their individual interests, capabilities and experiences and they are encouraged to work through all stages of a project with the assessment objectives in mind. Moving organically from one idea to another and from one medium or process to another, whilst evaluating their progress, allowed students to enjoy a creative journey of artistic enquiry and to realise their individual intentions.</p>	<p>At this point that there is a secure understanding and confident use of skills and techniques used in component 1. Students will have gained a firmer understanding of their own abilities and particular fields of interest within art, and will now use what they have practiced to express issues of democracy; law; personal liberty and a range in cultural values.</p>	<p>COMPONENT 2: What's assessed? Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE