

<p>Academic Year</p> <p>GCSE Year 10 ART & TEXTILES</p>	<p>Content. Unit title and brief outline of content.</p> <p>Component 1: Personal Portfolio (Coursework)</p>	<p>Skills taught in each unit.</p> <p>Component 1 – Personal Portfolio</p>	<p>Assessment – what knowledge and skills will be assessed and how?</p>
<p>Autumn A</p>	<p>Review of work to date Up-Close (started during year 9 as a 3-year course with SS)</p> <p>NATURAL FORMS Students work through all 4 assessment criteria – idea development, exploring media and refining, recording and the final outcome. Students are guided through drawings to develop specific drawing skills and use of media. Students then research & apply artist techniques to their ideas. Ideas are developed by working in the style of other artists, combining artists & individually developing compositional outcomes.</p>	<p>Reviewing skills of work produced on theme Up-Close. Understanding GCSE Levels & how to reach individual potential. Planning – how to prioritise artwork to go forward. Refining skills - what is working & how to improve. Applying practical techniques to develop initial observations.</p> <p>Idea generation through brainstorming from a given theme: Natural Forms – making connections to the world, making connections between ideas. Collecting visual ideas relating to personal ideas from the theme - how to capture the idea through interesting, visual, clear and relatable imagery. Understanding primary recording. Understanding importance of primary recording through on-site drawing and authentic photography. Photographic skills to capture clarity of light, tone, texture and compositional ideas.</p> <p>Observational drawing skills in pencil, biro, liner pen. Working in Black & White to understand line, shape, tone, form, texture.</p>	<p>AO 2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <ul style="list-style-type: none"> Working in the style of Artists, competence with the techniques and understanding of the formal elements. Choice of media. Visual relevance and connection of primary photos. And understanding of the formal elements in the photos. <p>AO 3 – recording ideas, observations and insights relevant to intentions as work progresses. Drawing of the primary sources for understanding and control of the formal elements</p>

		<p>Artists - Edward Weston, Karl Blossfeldt Art techniques – mono printing, gutta on acetate</p> <p>Presentation on A2 boards: (Min 1 x A2 every 4 weeks)</p> <ul style="list-style-type: none"> • Layout/composition • Orientation • Titles • Attaching work securely • Adding flaps • What to avoid when presenting – too much writing, fiddly bits stuck on, chunky thread/string, stuff that is hard to access/easy to miss • Annotating imagery responding to visual understanding and conceptual understanding. <p>Working in Colour acrylic painting from photograph – linking to Sandi Whetzel Artists - Yellena James, Georgia O’Keeffe, Marcia Baldwin, Simon Bull Art techniques – silk painting & felting</p>	
Autumn B	Component 1: Personal Portfolio (Coursework)	<p>Understanding how given artists link to the theme of Natural Forms – their idea, how they express it visually and conceptually.</p> <p>Colour study - watercolour, neocolour, colour biro, biro over coloured background, any other colour material on appropriate paper Presentation – of artist research and studies completed. Choosing appropriate artist imagery. Written analysis to understand artist’s in depth through a formal analysis – information about the artist, themes</p>	<p>AO 3 – recording ideas, observations and insights relevant to intentions as work progresses. Drawing of the primary sources for understanding and control of the formal elements</p> <p>AO 2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>

		<p>behind their work, making connections to the theme and understanding their work visually. Working in the style of other artists to develop media and technical understanding. Responding to the artist's work through primary photography and drawing.</p> <p>Macro Artists: Dawn Eaton, Georgia O'Keeffe, Rachel Collins, Alfred Ng</p> <p>Art techniques: MACRO Macro photographs to begin a sustained pencil study. Felt piece, using colour scheme from a macro photograph. Introduction to free hand embroidery on the machine Embossing metal sheet. Modroc relief.</p>	<ul style="list-style-type: none"> • Working in the style of Artists, competence with the techniques and understanding of the formal elements. • Choice of media. • Visual relevance and connection of primary photos. And understanding of the formal elements in the photos.
Spring A	Component 1: Personal Portfolio (Coursework)	<p>Discuss how to bring in new focus within Natural Forms – find an artist that relates, continue to explore new materials and continue developing skills explored to date. Observational skills - pencil study for new focus – use objects in the classroom or pictures from previous boards for source.</p> <p>Develop photography technical skills for observation.</p> <p>Refocus on 2 further artists – Working in the style of other artists to develop media and technical understanding. Responding to the artist's work through variety of art techniques & processes & refining personal skills.</p>	<p>AO 3 – recording ideas, observations and insights relevant to intentions as work progresses. Drawing of the primary sources for understanding and control of the formal elements</p> <p>AO 2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <ul style="list-style-type: none"> • Working in the style of Artists, competence with the techniques and understanding of the formal elements. • Choice of media.

			<ul style="list-style-type: none"> Visual relevance and connection of primary photos. And understanding of the formal elements in the photos.
Spring B	<p>Component 1: Personal Portfolio (Coursework)</p> <p>Produce interim outcome</p>	<p>Continue the refocus on 2 further artists – Working in the style of other artists to develop media and technical understanding.</p> <p>Responding to the artist’s work through variety of art techniques & processes & refining personal skills.</p> <p>How to develop a project idea by merging artists – use of external links and ideas to move the original idea forwards.</p> <p>Idea generation through brainstorming & compositions.</p> <p>Planning skills - learning the technique of planning an outcome using thumbnail drawings, how to produce a thumbnail and what to consider x 4 ideas.</p> <p>Review & refine ideas to plan a mini outcome.</p> <p>Presentation skills developed.</p> <p>Annotation skills developed.</p> <p>Outcome developed.</p>	<p>AO 1 – developing ideas through investigations, demonstrating critical understanding of sources.</p> <p>Students assessed on...</p> <ul style="list-style-type: none"> The relevance of their idea The images collected in response to their idea. Clarity of annotations. Choices of primary recording in relation to their idea. <p>AO 4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of Visual language.</p> <ul style="list-style-type: none"> Interim outcome.
Summer A	<p>Component 1: Personal Portfolio (Coursework)</p> <p>Personal focus introduced & bridging the gap between the 2 ideas.</p>	<p>Outcome developed using skills from term 1 & 2.</p> <p>Review & refine throughout outcome making & record through annotation.</p> <p>Introduce new focus and how to bridge ideas.</p> <p>Development of personal theme.</p> <p>Explore 1st artist & present on A2 board</p> <ul style="list-style-type: none"> Mind-map of artist work, new theme, techniques to be used, links that can be explored Mood-board 	<p>AO 4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of Visual language.</p> <ul style="list-style-type: none"> Interim outcome. <p>AO 3 – recording ideas, observations and insights relevant to intentions as work progresses.</p> <p>Drawing of the primary sources for understanding and control of the formal elements</p>

		<ul style="list-style-type: none"> • 1st hand photo images of personal focus (min x 5) • Strong observational from your photos – remember high quality obs take a minimum of 4 hours. Use pencil, biro, colour pencil etc but you are striving for quality • Artist research – some context and analysis, why this artist is relevant to your work • Work in the style of your artist – use your photos and respond to your artist • Experiments for working in the style of your artist using relevant techniques 	AO 2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
Summer B	Component 1: Personal Portfolio (Coursework) Personal focus continued	Development of personal theme. Explore 2 nd & 3 rd artist & present on A2 board (context as above)	AO 3 – recording ideas, observations and insights relevant to intentions as work progresses. AO 2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
Academic Year	Content. Unit title and brief outline of content. GCSE Year 11 ART & TEXTILES Component 1: Personal Portfolio (Coursework)	Skills taught in each unit. Component 1: Personal Portfolio (No exam component set for 2020-21)	Assessment – what knowledge and skills will be assessed and how?
Autumn A	Review of work to date Up-Close & Distorted Students work through all 4 assessment criteria – idea	Up-Close & Distorted Reorganising work produced to date into relevant areas: <ul style="list-style-type: none"> • 1st hand photography • Artists Research x 2-3 	AO 2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

	<p>development, exploring media and refining, recording and the final outcome. Students are guided through process of producing a coherent personal portfolio of coursework that demonstrates links with inspiration from other artists work.</p>	<ul style="list-style-type: none"> • Observational drawing skills • Art techniques working in the style of artists • Design ideas • Merged ideas <p>Reviewing skills of work produced on theme Up-Close & Distorted. Understanding GCSE Levels & how to reach individual potential (Top Tips for Top Box marks) Planning – how to prioritise artwork to go forward. Refining skills - what is working & how to improve. Applying practical techniques to develop initial observations.</p> <p>Development time allowed to ‘catch-up’ work missed during lockdown. New art, craft & design techniques introduced. Experimentation & mixed media work explored reviewing & refining throughout.</p> <p>Presentation techniques on A2 boards: (Min 1 x A2 every 2 weeks)</p> <ul style="list-style-type: none"> • Layout/composition • Orientation • Titles • Attaching work securely • Adding flaps • What to avoid when presenting – too much writing, fiddly bits stuck on, chunky thread/string, stuff that is hard to access/easy to miss • Annotating imagery responding to visual understanding and conceptual understanding. 	<ul style="list-style-type: none"> • Working in the style of Artists, competence with the techniques and understanding of the formal elements. • Choice of media. • Visual relevance and connection of primary photos. And understanding of the formal elements in the photos. <p>AO 3 – recording ideas, observations and insights relevant to intentions as work progresses.</p> <ul style="list-style-type: none"> • Drawing of the primary sources for understanding and control of the formal elements
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Autumn B	Component 1: Personal Portfolio (Coursework)	<p>How to develop a project idea by merging artists – use of external links and ideas to move the original idea forwards. (use Venn diagram to help with initial ideas) Idea generation through brainstorming & compositions.</p> <p>Planning skills - learning the technique of planning an outcome using thumbnail drawings, how to produce a thumbnail and what to consider x 4 ideas. Photocopy work from boards to begin making collages from thumbnails, using new studies or photocopied studies.</p> <p>Review & refine ideas to plan <u>one</u> mini outcome. Presentation skills developed. Annotation skills developed. Outcome developed using skills from term 1 & 2. Review & refine throughout outcome making & record through practical & written skills.</p>	<p>AO 1 – developing ideas through investigations, demonstrating critical understanding of sources. Students assessed on...</p> <ul style="list-style-type: none"> • The relevance of their idea • The images collected in response to their idea. • Clarity of annotations. • Choices of primary recording in relation to their idea. <p>AO 4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of Visual language.</p> <ul style="list-style-type: none"> • Interim outcome.
Spring A	Component 1: Personal Portfolio (Coursework)	<p>Introduce new focus and how to bridge ideas. Development of personal theme.</p> <p>Explore 2 NEW artists & present on A2 board</p> <ul style="list-style-type: none"> • Mind-map of artist work, new theme, techniques to be used, links that can be explored • Mood-board • 1st hand photo images of personal focus (min x 5) • Strong observational from your photos – remember high quality obs take a minimum of 4 	<p>AO 2 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <ul style="list-style-type: none"> • Working in the style of Artists, competence with the techniques and understanding of the formal elements. • Choice of media. • Visual relevance and connection of primary photos. And understanding of the formal elements in the photos.

		<p>hours. Use pencil, biro, colour pencil etc but you are striving for quality</p> <ul style="list-style-type: none"> • Artist research – some context and analysis, why this artist is relevant to your work • Work in the style of your artist – use your photos and respond to your artist • Experiments for working in the style of your artist using relevant techniques <p>Design development by merging artists – use Venn diagram.</p> <p>Initial ideas board - Apply planning skills - produce 4 x thumbnails photocopy work from boards to begin making collages from thumbnails, using new studies or photocopied studies.</p>	<p>AO 3 – recording ideas, observations and insights relevant to intentions as work progresses.</p>
Spring B	Component 1: Personal Portfolio (Coursework)	<p>Review & refine ideas to plan <u>one</u> outcome. Presentation skills developed. Annotation skills developed. Outcome developed using skills from term 1 & 2. Review & refine throughout outcome making & record through practical & written skills.</p> <p>Refining ideas - where could this go next, what would be changed/improved, successes /room for improvement. Design development of 2 x new thumbnails. Produce mini outcome.</p> <p>FINAL OUTCOME LAUNCH - Draw up thumbnail for FINAL OUTCOME (using new source if needed) Planning board to include -</p> <ul style="list-style-type: none"> • Source material for final piece 	<p>AO 1 – developing ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO 4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of Visual language.</p> <ul style="list-style-type: none"> • Interim personal theme outcome.

		<ul style="list-style-type: none"> • Thumbnail annotated • Colour palette • Experiments with materials • Small collage example 	
Summer A	Component 1: Personal Portfolio (Coursework)	FINAL OUTCOME production Deadline Hand in of all CW 10 th May 2021 Year 11 Coursework moderation day 24 th & 25 th May 2021 CW marks back to students 28 th May 2021 GCSE end of appeals window 7 th June 2021	AO 4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of Visual language. <ul style="list-style-type: none"> • Final outcome.
Summer B		WHOLE SCHOOL EXAM PERIOD	