

Curriculum Intent and Implementation 2019-20

Subject AQA Art and Design GCSE, Fine Art :

Year group: 9

INTENT:

Aims of the curriculum -:

GCSE exams in Art and Design include questions that allow students to demonstrate their ability to:

Bring together the knowledge, understanding and skills acquired during their course of study.

Select and present work produced during their studies to demonstrate attainment, reflecting a holistic approach to coverage of the assessment objectives

Make connections between knowledge, understanding and skills when engaging with sources such as the work of artists, craftspeople and designers and when applying working methods and processes appropriate to one or more of:

1. a starting point, stimulus or issue-based concern
2. a design brief or problem requiring a solution
3. a task which specifies an outcome such as an image, artefact or product.

Students know/understand/and are able to -;

1. Explore elements of visual language, line, form, colour, pattern and texture in the context of Photography
2. Be awareness of intended audience or purpose for their chosen area(s) of Photography
3. Respond to an issue, theme, concept or idea, or work to a brief or answer a need in Photography
4. Display an appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement.
5. Demonstrate appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area(s) of Photography.
6. Understanding of techniques related to the production of photographic images and, where appropriate, presentation and layout.

Students achieve through this curriculum and learn -:

- 1. An GCSE level grade – 1– 9 in Fine Art.**
2. How to use relevant materials, processes, technologies and resources
3. How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in their chosen area(s)
4. Historical and contemporary developments and different styles and genres
5. How images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
6. Continuity and change in different styles, genres and traditions relevant to art.

IMPLEMENTATION:**Curriculum Overview 2019-20**

Year group: 9

Subject: AQA GCSE Art and Design

Periods per fortnight: 4/5

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p><u>Initial assessment project -:</u></p> <ul style="list-style-type: none"> To produce a series of 6 drawings, in 4 different types of media. Imagination and Design: Media: Pencil, Pen, Colouring Pencil, Charcoal <p><u>SKILL: ACRYLIC PAINTING</u></p> <ul style="list-style-type: none"> To understand how acrylic paint mixes. To be able to mix acrylic paint to make the secondary colours successfully. Pablo Picasso artist study. To understand the different techniques that can be applied when working in acrylic paint. To be able to demonstrate practice of different acrylic paint techniques. Artist study - Kurt Jackson Artist study – Leonid Afremov A03 study – Interesting Objects. <p><u>Assessment – A03 – Record</u> This assessment objective is your drawing ability, your image selection and your reasons for working with your chosen imagery. Record ideas, observations and insights relevant to intentions as work progresses.</p>	<ul style="list-style-type: none"> School offers a lunch time and after school club to support learning and provide working space each week. Homework is set on a fortnightly basis on google classroom, this is the minimum expectation and provides differentiated extension material. Students work at different paces in terms of completing a piece of art work, students are expected to finish any work not finished at in class at home as extended homework. 	<ul style="list-style-type: none"> Students/parents have the opportunity to buy a school art pack or resources for home and school use. Encourage students to produce 2 hours of practical homework a week. Encourage students to practice skills learned in lesson time at home. Encourage students to take their own photographs and find their own images in relation to the lesson themes.
Spring Term	<p><u>Artist Study</u></p> <ul style="list-style-type: none"> To be able to successfully build a detailed artist study. To know all the key elements of an artist study and include them within their own work. <p><u>Perspective</u></p> <ul style="list-style-type: none"> To begin to know what perspective drawing looks like. To begin to understand how to create a drawing which uses perspective successfully. To know of Still Life as an artistic subject matter. To begin to understand how to draw a Still Life composition accurately from life, practising perspective techniques in a series of drawings. To improve the application of colour to still life drawings. 	<ul style="list-style-type: none"> School offers a lunch time and after school club to support learning and provide working space each week. Homework is set on a fortnightly basis on google classroom, this is the minimum expectation and provides differentiated extension material. Students work at different paces in terms of 	<ul style="list-style-type: none"> Students/parents have the opportunity to buy a school art pack or resources for home and school use. Encourage students to produce 2 hours of practical homework a week. Encourage students to practice skills learned in lesson time at home. Encourage students to take

	<p>Assessment – A01 Develop ideas through investigations, demonstrating critical understanding of sources. This assessment objective is about the candidates need to inform the development of their ideas through engagement with appropriate sources. These might include the work of artists, craftspeople and designers, the built environment, the natural world, music, performance, poetry, the moving image, traditions, customs and beliefs, or issues-based materials.</p>	<p>completing a piece of art work, students are expected to finish any work not finished at in class at home as extended homework.</p>	<p>their own photographs and find their own images in relation to the lesson themes.</p>
<p>Summer Term</p>	<p>Lino Printing: To produce a simple repeat pattern using a linocut ‘plate’</p> <ul style="list-style-type: none"> • Learn how <i>plan</i> and <i>cut</i> a lino ‘plate’ • <i>Print</i> a step repeat pattern of your linocut • Be aware of the <i>heath & safety</i> features of simple printmaking. • Look at the work of other <i>successful</i> printmakers and use their influences to inspire your own work. <p>NOTAN</p> <ul style="list-style-type: none"> • To Investigate Positive and Negative Space • Create a harmonious balance between light and dark (Yin and Yang) • Produce 2 or 3 Notan pieces of work based on natural form. <p>Assessment -: AO1 Develop ideas through investigations, demonstrating critical understanding of sources. This assessment objective is about the candidates need to inform the development of their ideas through engagement with appropriate sources. These might include the work of artists, craftspeople and designers, the built environment, the natural world, music performance, poetry, the moving image, traditions, customs and beliefs, or issues-based materials. AO2 Refine your ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. Candidates’ refinement of ideas might be informed by considering the use of different media, materials, techniques and processes and by evidencing experimentation in a variety of ways. AO3 Record ideas, observations and insights relevant to intentions as work progresses. Candidates may record ideas in a variety of ways including visual, written and digital forms. Ideas might be recorded by such means as mind maps, design sheets, personal journals, working drawings, new media presentations, recorded discussions, plans, diagrams, annotations, documentation and thumbnail sketches.</p>	<ul style="list-style-type: none"> • School offers a lunch time and after school club to support learning and provide working space each week. • Homework is set on a fortnightly basis on google classroom, this is the minimum expectation and provides differentiated extension material. • Students work at different paces in terms of completing a piece of art work, students are expected to finish any work not finished at in class at home as extended homework. • Department runs various enrichment activities and trips throughout the three year course. These are not compulsory but students are advised to take part where possible in community projects and trips. 	<ul style="list-style-type: none"> • Students/parents have the opportunity to buy a school art pack or resources for home and school use. • Encourage students to produce 2 hours of practical homework a week. • Encourage students to practice skills learned in lesson time at home. • Encourage students to take their own photographs and find their own images in relation to the lesson themes.

IMPACT:

[How will you measure the impact of your curriculum for this year group?]

Measures -:

- Examination results.
- Lesson Observations and learning walks
- Student opting for course from GCSE
- Student engagement and motivation
- 1.1 work conversation logs
- Use of google classroom to post work and extended learning
- Student career paths
- Evidence of high quality work produced
- Successful exhibition/s trips and visits
- Students involved in school/Buckingham initiatives
- Successful moderation report from examiner AQA.

Links to virtues: -

- **Resilience** - Acceptance of both success and failure and realisation that they work together in art and design Both are needed to succeed and move forward.
- **Ambition** - show case good/exemplary practice in department and student work/achievements. Careers/course links /development at each ks3,4 and 5.
- **Confidence** – Students are engage to take more responsibility for their learning and planning in preparation for year 11, 6th form, exam period s and working life. Confidence is enhanced by praise and award for achievement.
- **Respect** - Art team set high standards in terms of class conduct, behaviour policy , respect and appreciation for their environment and others working in the department.
- **Empathy** – Students are taught to Value each other's differences and the part everybody plays to reach a goal.