



**St Mary's CE High School Curriculum Map 23-24**  
**Year 10 - 11 GCSE Art**

## GCSE ART AND DESIGN (Fine Art)

### Scheme of Learning

The Art department aims to promote an awareness of the visual language as a means of communication. With this all students can develop their imagination and creative expression to communicate and understand their thoughts and concepts of the world they live in. Curiosity is developed through the exploration of subject, materials and techniques. Our aim is to provide an exceptional learning experience through a curriculum that engages, empowers and encourages students to reach their highest potential in the area of art.

Exam Board and Syllabus	AQA Art & Design (Fine Art)
Link to website	<a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/fine-art">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/fine-art</a>

Curriculum Content	Assessment Opportunities	Extended learning and The Super Curriculum
<b>Component 1: Coursework (60% of final mark)</b>  <b>Component 2: Exam (40% of final mark)</b>  ➤ GCSE Art and Design is a vehicle to develop creative thinking, reflective practice and build skill in to a deeper more personal level. Students are guided to experience a variety of materials and techniques and will learn about artists' work. We aim to encourage students to be more experimental, to work from observation and imagination and to develop a journey of ideas from the beginning to the end. Students will learn to have ownership over their art building independence and maturity in their creative	<ul style="list-style-type: none"><li>• Weekly 1:2:1 tutorial</li><li>• Two mock exams over two years</li><li>• Sketchbook assessment biweekly</li><li>• Two components of work assessed across four assessment objectives:</li></ul> <ol style="list-style-type: none"><li>1. Assessment objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</li><li>2. Assessment objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate</li></ol>	<ul style="list-style-type: none"><li>○ There is an expectation for students to become proficient at communicating using all of the Formal Elements; exploiting the Visual Language to create engaging and stimulating artwork responding to the world around them. The visual language can be read by all ages and abilities.</li><li>○ Our students are encouraged to express themselves visually and to become reflective thinkers, making their own creative responses to the world around them.</li><li>○ Visits to galleries allow students to experience real life artwork; observing and connecting with the artists' messages and thoughts. Students are</li></ul>

<p>studies. The AQA specification allows students to develop the skills to explore, create and communicate their own ideas.</p> <p>➤ How to draw from observation. Understanding of how to measure using proportion and grids. Knowledge and experience of what materials work best for certain scales and subject matters. Experience and knowledge of how to use a variety of media competently (Watercolour, acrylic, graphic products and photography) How to work on a bigger scale/ how to enlarge. How to work on a variety of surfaces.</p> <ul style="list-style-type: none"> <li>○ Students learn how to research effectively.</li> <li>○ Students become familiar with recommended research sources.</li> <li>○ Students learn how to describe, analyse and formulate own opinions about artists.</li> <li>○ Students will learn how to select artists that are relevant to their studies.</li> <li>○ Students will understand the importance of artist influence on their own work.</li> <li>○ Students gain knowledge on how to use a range of media, processes and techniques. Students become risk takers, understanding that progress comes from experimenting and refinement.</li> <li>○ Students develop the ability to critically annotate their work. They will learn how to communicate their ideas practically and theoretically.</li> <li>○ Students learn how to creatively respond to their theme and artists. At this stage, their teacher may lead them.</li> <li>○ Students learn how they can personalise the development of their artwork. Learn how to work on a sustained project.</li> </ul>	<p>media, materials, techniques and processes.</p> <ol style="list-style-type: none"> <li>3. Assessment objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>4. Assessment objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ol> <p><b>Component one: 60%</b></p> <p>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><b>Component two: 40%</b></p> <p>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>taught how to analyse, research and give opinion independently, reading the work using their visual language.</p> <ul style="list-style-type: none"> <li>○ Students are encouraged to engage with monthly art magazine subscriptions to allow them insight into the current art world around them.</li> <li>○ Students are expected to keep an A5 art journal to document their own connection to the visual art world around them – this will feed into their own projects of work</li> </ul>
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| <ul style="list-style-type: none"><li>○ Students learn how to draw a unit of work to conclusion; combining knowledge, ideas and skills together to create a practical outcome supported with annotation.</li><li>○ Students will learn about the exam process (time, pace, space and resources required).</li><li>○ Students will complete a practice piece to guide the independent exam process.</li><li>○ Students will prepare for their exam: They will complete an investigation into a theme they choose from the exam paper (choice from ten themes).</li><li>○ Students are to follow weekly tasks to ensure they're ready for the exam.</li><li>○ Students will development refinement following teacher feedback.</li><br/><li>➤ Skills &amp; Techniques will include photography, printmaking, digital media and 3D making. Drawing – pencil/chalk/charcoal/ink/pastel/pen, Painting – water colour/oil/acrylic, Sculpture – clay/wire/plaster, Construction – card/wire/papier-mâché, Installation – wire/paper, Photography and the moving image – camera work/photoshop, Printmaking – lino/mono/ screen/etching, Mixed media – Assemblage/stencil, Annotation, Evaluation,</li><br/><li>➤ Mastery and Refinement of the formal elements, Colour, Line, Form, Tone, Texture, Shape, Composition, Rhythm, Scale, Structure, Knowledge and understanding, the way sources inspire the development of ideas, relevant to fine art including:</li><li>➤ How sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts.</li></ul> |  |
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➤ How ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.

	Frequency, Length and Exemplars
Extended Learning	Extended Learning tasks are set weekly in the form of both research and visual development in multimedia. These tasks are set on GC and added to the Art lesson PPT and the student shared area. Additional extended learning may be set in preparation for final pieces
Assessment	<ul style="list-style-type: none"> <li>○ Art is a linear course. All work will be collated and marked at the end of the two-year course. It is internally assessed and externally moderated.</li> <li>○ Students will be expected to produce a 10-hour final piece for every sketchbook project completed.</li> <li>○ Students are set weekly coursework tasks. This work is checked and written/oral feed back is given to the student biweekly.</li> <li>○ Students will additionally have 1:2:1 tutorial with their art teacher where yellow post its are used to highlight areas of improvement needed.</li> </ul>

Gallery and Museum Links	<ul style="list-style-type: none"><li>○ Tate Britain <a href="http://www.tate.org.uk/visit/tate-britain">http://www.tate.org.uk/visit/tate-britain</a></li><li>○ Tate Modern <a href="http://www.tate.org.uk/visit/tate-modern">http://www.tate.org.uk/visit/tate-modern</a></li><li>○ The National Gallery <a href="http://www.nationalgallery.org.uk/">http://www.nationalgallery.org.uk/</a></li><li>○ The National Portrait Gallery <a href="http://www.npg.org.uk/">http://www.npg.org.uk/</a></li><li>○ The Victoria and Albert Museum <a href="http://www.vam.ac.uk/">http://www.vam.ac.uk/</a></li><li>○ The British Museum <a href="http://www.britishmuseum.org/">http://www.britishmuseum.org/</a></li><li>○ The Design Museum <a href="http://designmuseum.org/">http://designmuseum.org/</a></li><li>○ The Natural History Museum <a href="http://www.nhm.ac.uk/">http://www.nhm.ac.uk/</a></li><li>○ The Science Museum <a href="http://www.sciencemuseum.org.uk/">http://www.sciencemuseum.org.uk/</a></li><li>○ The Wallace Collection <a href="http://www.wallacecollection.org/">http://www.wallacecollection.org/</a></li></ul>
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