

# Art & Design

Creative, Engineering & Hospitality  
(CEH) Faculty

# Vision

**Our vision for the Art Department is one of nurturing pupil's natural abilities within Art and encouraging a love for the subject by allowing pupils to gain techniques in a wide range of media and by studying many different artists and art styles.**

**Art, craft and design embody some of the highest forms of human creativity. We aim to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.**

# Context

We encourage pupils to understand the basis of art which comes from looking closely and giving them to tools they need to be able to reproduce images and objects as accurately as they can, given the knowledge they have learned, using the many different media and techniques shown to them.

## In KS3:

Students study 2 hours a fortnight in **Art** in Years 7 and 8 and 1 hour a fortnight in Year 9 .

## In KS4:

Students study 5 hours a fortnight in **Art & Design, Graphical Communication or Photography**

## In KS5:

Students study 8 hours a fortnight in **Art & Design, Photography, Graphics or 3D Design.**

# Disciplinary Knowledge

**Art has many forms, and it is important that, as well as their knowledge of practical techniques, students are able to explore the thinking and history behind the work of an artist, through timelines and research.**

**Students should be able to engage in debate and discussion about Art both generally and when visiting an Art Gallery.**

**In addition, students should gain knowledge about the differences between traditional, modern and contemporary Art through our teaching, videos and displays.**

# Supra Curriculum

Supra-curricular activities are **things that you do to extend and deepen your knowledge of the curriculum**. Below are some examples.

## Online galleries:

[www.tate.org.uk](http://www.tate.org.uk)

[www.saatchigallery.com](http://www.saatchigallery.com)

[www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)

[www.musee-orsay.fr/en](http://www.musee-orsay.fr/en)

## Local galleries:

[www.wolverhamptonart.org.uk/visit/wolves](http://www.wolverhamptonart.org.uk/visit/wolves)

[thenewartgallerywalsall.org.uk](http://thenewartgallerywalsall.org.uk)

[liverpoolmuseums.org.uk](http://liverpoolmuseums.org.uk)

[www.birminghammuseums.org.uk](http://www.birminghammuseums.org.uk)

## Reading lists:

‘You should know Art’ series by Prestel.

‘The Story of Art’ by E. H. Gombrich.

# Key Stage 3

# Art & Design

# KS3 Curriculum Road Map – Art & Design



## Summer Term – Year 7

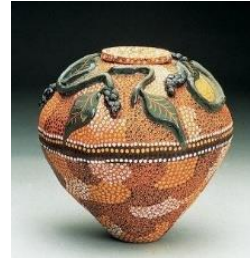
### Still Life

- Ralph Goings work
- Set up a still life of every- day object
- Create a still life picture. Inspired by Ralph Goings

## Autumn Term – Year 8

### Africa

- Draw African Patterns
- Colour using oil pastels
- Construct 3D mask in card or make a clay pot using the African patterns observed



## Spring Term – Year 8

### Animals & Insects

- Draw an image of an animal or insect in sketchbook.
- Draw another image onto A3 sugar paper
- Look at the work of Deborah Shapiro for inspiration.
- Create a collage based on animal drawings



## Autumn Term – Year 7

### Stones and Bones (Natural forms)

- Lesson on elements of Art
- Drawing stones and bones in various media
- Create a sculpture based on natural forms



## Spring Term – Year 7

### John Piper Painting

- Copy a piece of Piper's work
- Draw from a photograph of Market Drayton Town
- Create your own Piper style painting from your Market Drayton picture.



## Summer Term – Year 8

### Francis Bacon-Distorted Faces

- Copy a Francis Bacon
- Draw from your own distorted face
- Create a final painting in the style of Francis Bacon



## Year 9

### Personal project

- Themes introduced
- Research
- Development of ideas through a range of techniques
- Final piece



"Every child is an artist"

*Pablo Picasso*



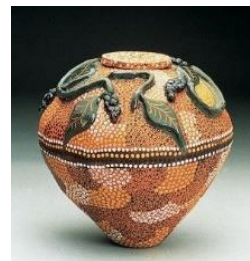


# KS4 Curriculum Road Map – Art & Design



## Summer Term

## Autumn Term



## Spring Term –



## Autumn Term – Year 10 Stones and Bones (Natural forms)

- Lesson on elements of Art
- Drawing stones and bones in various media
- Create a sculpture based on natural forms



## Spring Term – Year 1 John Piper Painting

- Copy a piece of Piper's work
- Draw from a photograph of Market Drayton Town
- Create your own Piper style painting from your Market Drayton picture.



## Summer Term – Year 8

### Francis Bacon-Distorted Faces

- Copy a Francis Bacon
- Draw from your own distorted face
- Create a final painting in the style of Francis Bacon



## Year 9

### Personal project

- Themes introduc
- Research
- Development of ideas through a range of techniques
- Final piece

"Every child is an artist"

*Pablo Picasso*





# Year 7

Students will enter Year 7 with a range of different experiences from Key Stage 2. This being the case, our journey will begin by learning the visual elements of art. These concepts underpin art technique and a student's ability to articulate their thought processes whilst creating art. The visual elements are threaded throughout Key Stage 3 so that students have the opportunities to explore and develop them in a greater level of detail.

In Year 7 specifically, students will explore shape, form, texture and tone whilst studying Henry Moore and natural forms. This will be expanded into exploring how a range of artists use these visual elements to create art in different ways and media.

In Spring, students will then focus on their local landscape for inspiration as many artists before them. We will study the use of pattern, line and colour to create compositions with mixed media and students will be encouraged to photograph their local environment.

Finally we will move into the world of realism. Students will be encouraged to apply their knowledge of the visual elements and the techniques they have been taught to create a still life painting from observation demonstrating the progression they have made.

## The Big Picture:

Subject: Art

Year Group:7

**Students will study Art using a thematic approach that develops a strong knowledge of the visual elements and skills needed to create art**

## Intent

The units covered this year are: Stones and Bones, Market Drayton and Still Life.

At Ks3, the curriculum in Art is designed to be predominately skills based in order to build a repertoire of techniques. These include: Painting, clay, print, collage, mixed media and drawing. Students will complete investigations into each unit whilst developing confidence in their Art through practice and directed improvement and reflection time based on teacher feedback. Knowledge at KS3 will be focused on relevant artists from each theme and reinforcement of the visual elements of Art.

At KS2, Pupils should have been taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. At Grove, discussions and links are made with primary schools in the locality to ensure that topics are suitable for progression. At KS3 students are taught to increase proficiency in their execution. They should develop a critical understanding of a range of artists, architects and designers, expressing reasoned judgements that can inform their own work.

In order to progress further, students will continue to develop techniques and skills throughout future years to encourage complexity and expression.

## Implementation

*Students will study Art at year 7 for 2 periods a fortnight. They will be introduced to a new topic each term.*

Weekly lesson plans with Power Point are planned throughout.

SMSC will be promoted through schemes of work looking at various artists' work and cultures as well as visits to Art galleries.

*Students will develop and build thinking skills and independent learner behaviours through group work and questioning. Homework will also extend their independent thought processes.*

Practical & research work will be set for homework which will embed learning in class. All work is set on TEAMS so that students are kept informed of class progression even if they are absent.

*When developing interleaving/revision skills, students will learn about different artists, techniques and media.*

*In Art and design we celebrate achievement through our Final outcomes and work in sketchbooks. Work displayed in classrooms and changed on a regular basis. There is also an exhibition in Market Drayton.*

*Literacy and numeracy skills are developed and extended in Art when measuring proportions, scale, shape and specific art literacy used. These are clearly displayed in lesson slides each week. Students also engage in analysis of artwork using Content, Form, Process, Mood questioning.*

## Consider your assessment

## Markers

Identify where the following take place;

## Key assessments- End of term

## Low stakes testing- Mid term

## Deep marking points – end of term

## Home learning – once a fortnight

## Examinations N/A

## Conferencing/DIRT –

## Every half term

## Moderation – DCP

Autumn Term  
Stones and Bones  
Henry Moore

Spring Term  
Market Drayton –  
John Piper

Summer Term  
Still Life-  
Ralph Goings

## Impact

It is our aim to see students that are independent learners that will be confident in using a variety of media and techniques. Students will be able to confidently articulate their learning when discussing their final piece.

In order to progress further, students develop and strive for mastery of the artistic skills and techniques. Their knowledge of how to do this will increase each year as they consolidate and reinforce their artistic practice.

## Year 8

**This year we will build upon the knowledge gained in Year 7. Again, our learning of visual elements will be important. We will expand on knowledge of other cultures and how art has developed in African / Aboriginal art.**

**Next, we will explore a variety of collage artists with a focus on Deborah Shapiro to create an animal and insect final piece.**

**Finally, we will explore the emotional and expressive qualities of Art through a variety of expressionist art with a focus on distortion and Francis Bacon. This will culminate in a final painted piece.**

The Big Picture:

Subject: Art

Year Group:8

**Students will study Art, continuing using a thematic approach that develops a strong knowledge of the visual elements and skills needed to create art**

### Intent

The units covered this year are: **Aboriginal Art, Animals and insects, Distorted faces**

At Ks3, the curriculum in Art is designed to be predominately skills based to build a repertoire of techniques. These include painting, clay, print, collage, mixed media and drawing. Students will complete investigations into each unit whilst developing confidence in their Art through practice and directed improvement and reflection time based on teacher feedback. Knowledge at KS3 will be focused on relevant artists from each theme and reinforcement of the visual elements of Art.

At Year 7, Pupils should have been taught to refine their developed techniques with increased proficiency in their execution. They should have developed some critical understanding of a range of artists, architects and designers, expressing reasoned judgements that can inform their own work.

To progress further, students will continue to develop techniques and skills throughout future years to encourage complexity and expression. They will continue to develop their understanding of Art.

### Implementation

*Students will study Art at year 8 for 2 periods a fortnight. They will be introduced to a new topic each term.*

Weekly lesson plans with Power Point are planned throughout.

SMSC will be promoted through schemes of work looking at various artists' work and cultures as well as visits to Art galleries.

*Students will develop and build thinking skills and independent learner behaviours through group work and questioning. Homework will also extend their independent thought processes.*

Practical & research work will be set for homework which will embed learning in class. All work is set on TEAMS so that students are kept informed of class progression even if they are absent.

*When developing interleaving/revision skills, students will learn about different artists, techniques and media.*

*In Art and design, we celebrate achievement through our Final outcomes and work in sketchbooks.*

Work displayed in classrooms and changed on a regular basis. There is also an exhibition in Market Drayton.

*Literacy and numeracy skills are developed and extended in Art when measuring proportions, scale, shape, and specific art literacy used. These are clearly displayed in lesson slides each week. Students also engage in analysis of artwork using Content, Form, Process, Mood questioning.*

#### Consider your assessment Markers

Identify where the following take place;

**Key assessments- End of term**

**Low stakes testing- Mid term**

**Deep marking points – end of term**

**Home learning – once a fortnight**

**Examinations N/A**

**Conferencing/DIRT –**

**Every half term**

**Moderation – DCP**

Autumn Term  
Aboriginal Art –  
Pots/Masks

Spring Term  
Animals & insects –  
Deborah Shapiro  
Collage

Summer Term  
Distorted Faces  
Francis Bacon  
Painting

### Impact

It is our aim to see students that are independent learners that will be confident in using a variety of media and techniques. Students will be able to confidently articulate their learning when discussing their final piece.

To progress further, students develop and strive for mastery of the artistic skills and techniques. Their knowledge of how to do this will increase each year as they consolidate and reinforce their artistic practice.

## Year 9

**This year we will focus on developing student independence through a thematic approach of their own choice. Students will be encouraged to focus on an artist of their own selection from which to base their original studies. They will be encouraged to develop authenticity in their work by taking their own photographs, sketching from observation and reinforcing techniques learned in Year 7 and Year 8. This will culminate in a final piece in a media of their own choice.**



Scheme of Learning Unit Overview Year 9	Time frame: YEAR 9	Approximate number of Lessons 18 hours
<b>What is the big picture?</b> To understand the creative process by completing a project with a final piece based on various Topics (each student chooses own topic for the year)		
<b>How does this link to and build on the previous year of learning?</b> Students have explored the use of the visual elements when creating art in different forms. They will utilise the skills and techniques used to enhance their <u>art work</u> that they have practiced in years 7 and 8.		

**Intent:** What do you want the students to be able to know and do?

	Knowledge	Skills
Good	Identify the key factors of observational drawing. Understanding the visual elements and Analysing arts work.	Good/Basic Observational drawing. A Good/Basic outcome based on their chosen topic. An understanding of the artist's work.
Better	Demonstrate Knowledge of the visual elements use the correct techniques. Experimentation. Exploring the artists and putting their work into context.	Good/Excellent Observational drawing. Excellent outcome based on their chosen theme inspired by the artist's work.
Excellent	Assess 'How well have you used the new techniques?' How deeply have you understood the artists connections and how have you been inspired by their work??	Excellent/Outstanding Observational drawing. Outstanding outcome based on their chosen theme inspired and developed based on the artist work.

#### Implementation -

What are the opportunities for "deep-learning"?	What might be the pitfalls?	What home-learning tasks are planned?	What work will be "deep-marked"?	What tracking data will be recorded?
Analyse artist work. Use content, form, process, mood. Observational drawing	Homework not completed. Final pieces not completed. Techniques not demonstrated.	Every week homework tasks set-Research, observation drawing, <u>collecting</u> and experimenting.	DCP every half term and full grade on learning journey.	DCP and learning journey.

**Engagement:** What will be the "wow" moments? What are the "hooks" for student engagement?

High standard of work seen in the sketchbook, mounted sheets celebrating the creative process and creating final pieces. This work will then be displayed so that students are instilled with a sense of achievement.
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**Impact:** How will we know if outstanding learning has occurred?

-Strong use of different media with the techniques been fully embraced. Risk taking and lots of experimentation. Deep understanding and knowledge of artists work and an opinion given.
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**Next steps:** How will this link to subsequent learning? Consider skills and knowledge

All skills and techniques are the basis of being able to produce authentic work in an autonomous fashion. This equips them to explore Art more creatively and independently at GCSE and potentially A – Level in the future.
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# Key Stage 4

# Art & Design

## **Year 10**

**In Year 10, students will begin their self-directed projects using a thematic start and the culmination of knowledge and techniques acquired at Key Stage 3.**

**They will begin researching artists that could provide inspiration for their own studies. In addition, they will demonstrate skills in a variety of media such as drawing and painting whilst developing a contextual knowledge of the art they are inspired by.**

**This will then lead on to students creating a portfolio of work to be submitted as 60% of their overall mark at GCSE.**

## Year 11

At the start of Year 11, students will continue to produce coursework for their portfolio, culminating in a final large piece of Art.

In the January of Year 11, the exam board (OCR) will provide learners with themes, each with a range of written and visual starting points and stimuli. A response should be based on one of these options. Students will be expected to generate a substantial amount of research, sketches and studies before sitting a 10-hour externally set task where they will create a final piece.

**The weighting of the individual units are as follows:**

Portfolio: 60% (120 marks)

Externally set task: 40% (80 marks)

<b>Scheme of Learning Unit Overview GCSE</b>	<b>Time frame:</b> YEAR 10-11	<b>Approximate number of Lessons:</b> 100
<b>What is the big picture?</b> (Provide a clear overview of the unit) To understand the creative process by completing a project with a final piece based on various Topics (each student chooses own topic for the year)		
<b>How does this link to and build on the previous year of learning?</b> Visual elements. Skills and Techniques used at KS3 to enhance learning.		

**Intent:** What do you want the students to be able to know and do?

	Knowledge	Skills
Good	Identify the key factors of observational drawing. Understanding the visual elements and Analysing arts work.	Good/Basic Observational drawing. A Good/Basic outcome based on their chosen topic. An understanding of the artist's work.
Better	Demonstrate Knowledge of the visual elements use the correct techniques. Experimentation. Exploring the artists and putting their work into context.	Good/Excellent Observational drawing. Excellent outcome based on their chosen theme inspired by the artist's work.
Excellent	Assess 'How well have you used the new techniques?' How deeply have you understood the artists connections and how have you been inspired by their work??	Excellent/Outstanding Observational drawing. Outstanding outcome based on their chosen theme inspired and developed based on the artist work.

**Implementation -**

What are the opportunities for "deep-learning"?	What might be the pitfalls?	What home-learning tasks are planned?	What work will be "deep-marked"?	What tracking data will be recorded?
Analyse artist work. Use content, form, process, mood. Observational drawing	Homework not completed. Final pieces not completed. Techniques not demonstrated.	Every week homework tasks set-Research, observation drawing, collecting, and experimenting.	DCP every half term and full grade on learning journey.	DCP and learning journey.

**Engagement:** What will be the "wow" moments? What are the "hooks" for student engagement?

High standard of work seen in the sketchbook, mounted sheets celebrating the creative process and creating final pieces.

**Impact:** How will we know if outstanding learning has occurred?

-Strong use of different media with the techniques been fully embraced. Risk taking and lots of experimentation. Deep understanding and knowledge of artists work and an opinion given.

**Next steps:** How will this link to subsequent learning? Consider skills and knowledge

All skills and techniques are transferred to future projects.

# Key Stage 4 Photography

## Year 10

In Year 10, students will begin to learn techniques to use in their self-directed projects. It will be expected that students demonstrate a commitment to taking photographs outside of school as well as in lessons due to the restrictions in class.

They will be set a range of tasks to complete starting with researching artists that could provide inspiration for their own studies. In addition, they will demonstrate skills in a variety of media whilst developing a contextual knowledge of the art that they are inspired by. Students will also study the visual elements of art and photography to enable them to annotate their work effectively.

This will then lead on to students creating a portfolio of work to be submitted as 60% of their overall mark at GCSE.



**The Big Picture:** This specification builds the knowledge, skills and understanding for photography specification titles and is designed to contribute to the quality, breadth of choice and coherence of national provision. It is designed to encourage learners to develop knowledge, skills, and understanding along with creativity and imagination. Learners show this through their responses to a range of visual and written stimuli.

**Subject:** GCSE Art & **Year Group:** 10  
**Design:** Photography

## Intent

*Knowledge topics in year 10* – The use of Photoshop software for digital editing, use of layering, blending, colour adaptation to develop various edited versions of a photographed image. The visual elements, camera settings, lighting techniques etc.

*Skills* – Camera skills, scene setting, setting up lighting, Photoshop techniques, analysis and evaluation

*Students will have studied some of these techniques in KS3 as well as covering the visual elements.*

## Implementation

Students will study D&T for 5 periods a fortnight.

This component comprises of a portfolio of work. This is a portfolio of work produced to a centre- or learner-set starting point leading to final artefact(s)/ product(s)/personal outcome(s). This portfolio will consist of a project, theme, or course of study. It may be presented in appropriate format(s) for the specification title and area(s) of study chosen. For example, sketchbooks, digital presentations, mounted sheets, photographic submissions and illustrated written work. There is 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. Learners must show they have:

- developed ideas through investigations and demonstrated critical understanding of sources from a given starting point
- produced material informed by context that is relevant to the development of their ideas
- refined work by exploring ideas, selecting, and experimenting with media appropriate to their chosen specification title and area(s) of study
- recorded ideas, observations, and insights relevant to intentions as work progresses
- presented a personal and meaningful response that realises intentions.

*SMSC will be integrated into learning in the following topics:* the work and approaches of artists, craftspeople, or designers from contemporary and/or historical contexts, periods, societies, and cultures. Also, in contemporary and/or historical environments, situations, or issues.

*Critical thinking will be encouraged through the discussion and evaluation / analysis of these topics to name but a few.*

*Home learning will be set on TEAMS so that students can access their learning independently and keep a track of their activities. Their progress will be tracked through ongoing discussion and assessment at deeper marking points throughout the year.*

*Their achievements will be celebrated within class, online and via celebratory postcards to parents. They will also showcase their work on the school social media site as well as exhibiting around school in displays.*

*Literacy and Numeracy will be developed throughout in accordance with the school policies and used to stretch and connect learning activities where possible.*

### Key assessments

#### Low stakes testing –

throughout, starter and plenaries, discussions, Q&A

#### Deep marking points –

October, January, March, July

#### Home learning –

Set on TEAMS assignments

#### Examinations – N/A

#### Conferencing/DIRT

Throughout, following verbal / written feedback

### Autumn Term

- Introduction to themes
- Techniques workshops

### Spring Term

- Self-directed project

### Summer Term

- Self-directed project

## Impact

Students will receive a mark out of 120 for their portfolio having produced a range of studies based on their theme. Students will demonstrate a level of proficiency in all 4 of the following areas:

Assessment Objectives	
AO1	Develop ideas through investigations, demonstrating critical understanding of sources.
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3	Record ideas, observations and insights relevant to intentions as work progresses.
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## Year 11

At the start of Year 11, students will continue to produce coursework for their portfolio, culminating in their final photographic piece/s.

In early January, the exam board (OCR) will provide learners with five themes, each with a range of written and visual starting points and stimuli. A response should be based on one of these options. Students will be expected to generate a substantial amount of research, sketches and photographic studies before sitting a 10-hour externally set task where they will create a final piece. This may be a series of edited works using Photoshop.

**The weighting of the individual units is as follows:**

**Portfolio: 60% (120 marks)**

**Externally set task: 40% (80 marks)**

**The Big Picture:** This specification builds the knowledge, skills and understanding for all photography specification titles and is designed to contribute to the quality, breadth of choice and coherence of national provision. It is designed to encourage learners to develop knowledge, skills, and understanding along with creativity and imagination. Learners show this through their responses to a range of visual and written stimuli.

**Subject:** GCSE Art & **Year Group:** 11  
**Design:** Photography

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## Intent

*Knowledge topics in year 10* – The use of Photoshop software for digital editing, use of layering, blending, colour adaptation to develop various edited versions of a photographed image. The visual elements, camera settings, lighting techniques etc.

*Skills* – Camera skills, scene setting, setting up lighting, Photoshop techniques, analysis, and evaluation

*Students will have studied some of these techniques in KS3 as well as covering the visual elements. Their supporting work in year 10 will also contribute to the portfolio produced in year 11.*

## Implementation

Students will study D&T for 5 periods a fortnight.

Students will complete their self-directed portfolio in the Autumn term 60% of overall grade

In Spring, students will begin their examination section (40% of overall grade). For this component, an early release paper will be despatched to centres based on estimated entries made and will also be available on the OCR website from 2 January. Students will be given time for preparatory study prior to learners undertaking their 10-hour supervised time. The paper will give 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 period. The paper will also give the student an opportunity to develop an extended response. Students will be given time starting in January, for the preparation period. During this time, they will research, plan and develop ideas for their own response to the option they have chosen. All work must be completed by the designated deadline. Dates and deadlines for preparatory work will be provided by the school. Learners can continue to work on their preparatory work until the first period of examination time commences, after which, preparatory work must not be amended or developed further. Learners must refer to their preparatory work during the 10-hour supervised time. period. In Photography, the examination will be based in the classroom so editing of photographs will be the most likely outcome during this time.

*SMSC will be integrated into learning in the following topics:* the work and approaches of artists, craftspeople, or designers from contemporary and/or historical contexts, periods, societies, and cultures. Also, in contemporary and/or historical environments, situations, or issues.

*Critical thinking will be encouraged through the discussion and evaluation / analysis of these topics to name but a few.*

*Home learning will be set on TEAMS so that students can access their learning independently and keep a track of their activities. Their progress will be tracked through ongoing discussion and assessment at deeper marking points throughout the year.*

*Their achievements will be celebrated within class, online and via celebratory postcards to parents. They will also showcase their work on the school social media site as well as exhibiting around school in displays.*

*Literacy and Numeracy will be developed throughout in accordance with the school policies and used to stretch and connect learning activities where possible.*

### Key assessments

**Low stakes testing** –

throughout, starter and plenaries, discussions, Q&A

**Deep marking points** –

October, December, February, May

**Home learning** –

Set on TEAMS assignments

**Examinations** – N/A

**Conferencing/DIRT**

Throughout, following verbal / written feedback

### Autumn Term

- Self-directed project

### Spring Term

- Exam preparation
- 10 Hour examination

### Summer Term

N/A

## Impact

Students will submit their final portfolio and a body of work to support their examination content. Externally set task is a non-exam assessment. It is internally assessed and externally moderated using the marking criteria. This component is marked out of 80 marks and contributes 40% to the overall weighting of OCR's GCSE (9–1) in Art and Design. Students will be equipped with the knowledge and skills to be able to study this subject at A Level.

# Key Stage 4

# Graphic Communication

## Year 10

In Year 10, students will begin their self-directed projects using a thematic start and the culmination of knowledge and techniques acquired at Key Stage 3. They will also be introduced to new techniques that will support their studies as well as editing software that can be used to create digital content.

They will begin researching designers that could provide inspiration for their own studies. In addition, they will demonstrate skills in a variety of media such as drawing, printing, photography and paint whilst developing a contextual knowledge of the types of design they are inspired by.

This will then lead on to students creating a portfolio of work to be submitted as 60% of their overall mark at GCSE.



**The Big Picture:** This specification builds the knowledge, skills and understanding for all art, craft and design specification titles and is designed to contribute to the quality, breadth of choice and coherence of national provision. It is designed to encourage learners to develop knowledge, skills, and understanding along with creativity and imagination. Learners show this through their responses to a range of visual and written stimuli.

**Subject:** GCSE Art & **Year Group:** 10  
**Design:** Graphical  
**Communication**

## Intent

*Knowledge topics in year 10* – Advertising, Communication graphics, Design for print, Illustration, Interactive design (including web, app and game design) Multi-media, Package design, Signage, Typography (Work is not limited to one area of study)

*Skills* – Respond critically and practice refinement of techniques including media, materials, techniques, processes, technologies, visual elements of Art

*Students will have studied some of these techniques in KS3 as well as covering the visual elements.*

## Implementation

Students will study D&T for 5 periods a fortnight.

This component comprises of a portfolio of work. This is a portfolio of work produced to a centre- or learner-set starting point leading to final artefact(s)/ product(s)/personal outcome(s). This portfolio will consist of a project, theme, or course of study. It may be presented in appropriate format(s) for the specification title and area(s) of study chosen. For example, sketchbooks, digital presentations, mounted sheets, maquettes, prototypes, animated work, scale models or illustrated written work. There is 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. Learners must show they have:

- developed ideas through investigations and demonstrated critical understanding of sources from a given starting point
- produced material informed by context that is relevant to the development of their ideas
- refined work by exploring ideas, selecting, and experimenting with media appropriate to their chosen specification title and area(s) of study
- recorded ideas, observations, and insights relevant to intentions as work progresses
- presented a personal and meaningful response that realises intentions.

*SMSC will be integrated into learning in the following topics:* the work and approaches of artists, craftspeople, or designers from contemporary and/or historical contexts, periods, societies, and cultures. Also, in contemporary and/or historical environments, situations, or issues.

*Critical thinking will be encouraged through the discussion and evaluation / analysis of these topics to name but a few.*

*Home learning will be set on TEAMS so that students can access their learning independently and keep a track of their activities. Their progress will be tracked through ongoing discussion and assessment at deeper marking points throughout the year.*

*Their achievements will be celebrated within class, online and via celebratory postcards to parents. They will also showcase their work on the school social media site as well as exhibiting around school in displays.*

*Literacy and Numeracy will be developed throughout in accordance with the school policies and used to stretch and connect learning activities where possible.*

### Key assessments

**Low stakes testing** – throughout, starter and plenaries, discussions, Q&A  
**Deep marking points** – October, January, March, July  
**Home learning** – Set on TEAMS assignments  
**Examinations** – N/A  
**Conferencing/DIRT** Throughout, following verbal / written feedback

### Autumn Term

- Introduction to themes
- Techniques workshops

### Spring Term

- Self-directed project

### Summer Term

- Self-directed project

## Impact

Students will receive a mark out of 120 for their portfolio having produced a range of studies based on their theme. Students will demonstrate a level of proficiency in all 4 of the following areas:

Assessment Objectives	
AO1	Develop ideas through investigations, demonstrating critical understanding of sources.
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3	Record ideas, observations and insights relevant to intentions as work progresses.
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.



## Year 11

At the start of Year 11, students will continue to produce coursework for their portfolio, culminating in a final large piece of Graphic Design.

In early January, the exam board (OCR) will provide learners with themes, each with a range of written and visual starting points and stimuli. A response should be based on one of these options. Students will be expected to generate a substantial amount of research, sketches, photography, digital designs and studies before sitting a 10-hour externally set task where they will create a final piece.

**The weighting of the individual units is as follows:**

Portfolio: 60% (120 marks)

Externally set task: 40% (80 marks)

**The Big Picture:** This specification builds the knowledge, skills and understanding for all art, craft and design specification titles and is designed to contribute to the quality, breadth of choice and coherence of national provision. It is designed to encourage learners to develop knowledge, skills, and understanding along with creativity and imagination. Learners show this through their responses to a range of visual and written stimuli.

**Subject: GCSE Art & Design: Graphical Communication** **Year Group: 11**

## Intent

*Knowledge topics in year 11 – Advertising, Communication graphics, Design for print, Illustration, Interactive design (including web, app and game design) Multi-media, Package design, Signage, Typography (Work is not limited to one area of study)*

*Skills – Respond critically and practice refinement of techniques including media, materials, techniques, processes, technologies, visual elements of Art*

*Students will have studied some of these techniques in KS3 as well as covering the visual elements. Their supporting work in year 10 will also contribute to the portfolio produced in year 11.*

## Implementation

Students will study D&T for 5 periods a fortnight.

Students will complete their self-directed portfolio in the Autumn term 60% of overall grade

In Spring, students will begin their examination section (40% of overall grade). For this component, an early release paper will be despatched to centres based on estimated entries made and will also be available on the OCR website from 2 January. Students will be given time for preparatory study prior to learners undertaking their 10-hour supervised time. The paper will give 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 period. The paper will also give the student an opportunity to develop an extended response. Students will be given time starting in January, for the preparation period. During this time, they will research, plan and develop ideas for their own response to the option they have chosen. All work must be completed by the designated deadline. Dates and deadlines for preparatory work will be provided by the school. Learners can continue to work on their preparatory work until the first period of examination time commences, after which, preparatory work must not be amended or developed further. Learners must refer to their preparatory work during the 10-hour supervised time. period.

*SMSC will be integrated into learning in the following topics: the work and approaches of artists, craftspeople, or designers from contemporary and/or historical contexts, periods, societies, and cultures. Also, in contemporary and/or historical environments, situations, or issues.*

*Critical thinking will be encouraged through the discussion and evaluation / analysis of these topics to name but a few.*

*Home learning will be set on TEAMS so that students can access their learning independently and keep a track of their activities. Their progress will be tracked through ongoing discussion and assessment at deeper marking points throughout the year.*

*Their achievements will be celebrated within class, online and via celebratory postcards to parents. They will also showcase their work on the school social media site as well as exhibiting around school in displays.*

*Literacy and Numeracy will be developed throughout in accordance with the school policies and used to stretch and connect learning activities where possible.*

### Key assessments

#### Low stakes testing –

throughout, starter and plenaries, discussions, Q&A

#### Deep marking points –

October, December, February, May

#### Home learning –

Set on TEAMS assignments

#### Examinations – N/A

#### Conferencing/DIRT

Throughout, following verbal / written feedback

### Autumn Term

- Self-directed project

### Spring Term

- Exam preparation
- 10 Hour examination

### Summer Term

N/A

## Impact

Students will submit their final portfolio and a body of work to support their examination content. Externally set task is a non-exam assessment. It is internally assessed and externally moderated using the marking criteria. This component is marked out of 80 marks and contributes 40% to the overall weighting of OCR's GCSE (9–1) in Art and Design. Students will be equipped with the knowledge and skills to be able to study this subject at A Level.

# Key Stage 5

Art & Design

Photography

3D Product Design

Graphic Communication

## **Year 12**

**Unit 1 enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. From September of Year 10, students will learn to apply this knowledge through a series of practical tasks so that they can develop their independence ready for their set assignment (unit 2) in June.**

**In June, unit 2 will be released. This enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. Students will continue this unit into year 11.**

## Year 13

This students will continue with their set assignment as well as planning for their practical demonstration where they will design a 2-course menu and serve it to staff and students.

Once completed, students will revisit prior learning that they have applied throughout the course to begin preparing for their final exam in June.

**The weighting of the individual units is as follows:** Unit 1 40% (external exam) of final grade, Unit 2 (set assignment) together are 60% of the final grade.

## The Big Picture:

**Thematic projects with artist focus that are intended to develop student autonomy and authenticity.**

Subject: Art

Year 12-13

Group: A Level

## Intent

At KS5 each student will decide on an individual work plan. In year 12 pupils will complete a full project. An artist / designer / photographer will be chosen first, then the pupils will complete several artist's / designer's / photographers' studies in a variety of media and mixed media dependent on their chosen "strand" of Art e.g., Photography etc. This work will be mounted to fill an A1 sheet or a sketchbook. An investigation will be completed by the student to analyse not only about the artist / designer / photographer but to say how they feel about the work of the artist and which aspects of the artist's work they will be using to complete their own study. Next, they will take photographs linked to the subject matter of the artist's work and complete a series of responses that they will present in an appropriate format. The final stage of the preparation work is the development sheet. Here the pupil will take their own photographs and create pieces of work in a variety of media in the style of their chosen artist. The final stage is to select their best work from the development sheet (best image and best media) and produce a final piece. This may take any form of media they select, painting, sculpture, collage, pastels, photographs, digital artwork etc.

Year 13 – Spring term – exam questions are handed out. Students choose their title and create the 3 preparatory mounted sheets as per coursework.

The exam is in the start of the summer term straight after Easter. Here they complete their final piece in a 15-hour exam.

All media and techniques can be used. (Student choice) Drawing, painting, sculpture in any media, pastels, watercolours, acrylic, collage, photography, digital art using photoshop, illustrator etc.

This course builds upon the basic skills and techniques learnt at KS3 which are developed further. More in depth focus on visual elements and artists' work is also included.

*The next steps in extending these knowledge and skills further will be proceeding onto a degree level course where they can develop their mastery of techniques and skills throughout future years. With practice all skills can be heightened and improved. New skills and techniques are learnt throughout the course.*

## Implementation

Students have 8 lessons over the 2-week period. As their projects are self-directed, staff hold targeted tutorials with each student each lesson, based on the previous lessons work. This has led to better results and students being able to articulate their intentions clearer.

Throughout the schemes of work, students will approach SMSC concepts. When analysing the work of various artists' work and techniques pupils will learn about the historic value of art and recording of events and periods of time as well as how art is used within communities.

When developing and building thinking skills and independent learner behaviours staff will introduce through questioning during the lesson and in depth marking and advice given on classwork and homework.

Practical & research work will be set for homework which will embed learning in class. This will be set weekly and will always be a continuation of the project completed in class.

When revising students will be learning about different artists, techniques and media. In addition they will conduct through reading comments and advice made on homework and resubmitting work after correction.

We will celebrate student success through final outcomes and work in sketchbooks. Work displayed in classrooms and exhibition in town as well as in school

Literacy and numeracy skills will be developed and extended in the following ways:

Measuring proportions, measuring, art literacy used. All above in lesson slides each week. Analysis of artwork using Content, Form, Process, Mood questioning.

## Consider your assessment Markers

Identify where the following take place;

**Key assessments- End of term**

**Low stakes testing- Mid term**

**Deep marking points – end of term**

**Home learning – once a fortnight**

**Examinations N/A**

**Conferencing/DIRT – Every half term**

**Moderation – DCP**

Autumn Term

A Level individual projects

Spring Term

A Level individual projects

Summer Term

A Level individual projects

## Impact

Students will be independent learners, that have accrued a high-level portfolio of evidence and achieve the realisation of personal final pieces. Pupils will be confident in using a variety of media and techniques. In year 12, this will roll on to year 13 and in year 13 students will be able to progress onto further education in the form of foundation or degree level courses.