

# Key Stage 4 Curriculum Pages

## Curriculum Intent

All students arrive at the GCSE Fine Art course with a love of the subject already fully formed but some are more unsure and tentative about their ability. It is our role to ensure all students know they belong and that Art is a safe space where risks can be taken and valuable practical experiences used to develop their creative identity.

The Art Department aims to put students' needs front and centre in the GCSE provision offered at Ecclesbourne School. The structure of the KS4 course builds on learning, experiences and achievements of the KS3 curriculum, with the sole purpose of taking the interest shown by our students, in this unique subject, and allowing it to blossom into a passion for making and creating.

We approach the course by providing a guiding hand to students on their journey. The early stages of the GCSE course are structured, providing a successful transition to KS4 and clarifying the expectations of the course. In short, the course initially aims to build confidence. The Art department's high standards are set and approaches to the development of learning, drawing, making, painting, designing, composing, reviewing, researching, analysing and presenting, amongst other skills are embedded. Furthermore, a value of the process is championed as well as pride and a sense of satisfaction in the final outcome itself.

Students are encouraged to look out at the world around them and learn from past and present creative practitioners, artists, craft workers and designers. Information and inspiration is taken from any and all sources, countries, genders, ethnicities and time periods. No boundaries exist here as students react and respond personally and differently to vastly disparate stimuli. Therefore, openness, curiosity and uninhibited fascination with the world around them is encouraged so that this information can be processed and filtered to inform their take on issues from the environment, politics, relationships, mental health and consumerism. As well as topics such as families, friends, bullying, desire, addiction or the day to day routines of life encountered in the world they inhabit.

Gradually the creative baton is passed from teacher to student as the course progresses and more challenging work is tackled. Students take greater ownership of their work, projects and portfolio as each piece of work is devised and each creative outpouring is fashioned. While this process can take longer for some students than others, all get there, to varying degrees which is perpetually our holy grail. This is important for purely artistic reasons but essential for the course being followed. Our aim is to ensure students arrive, match fit, in January of year 11, ready to tackle the demands of component 2 Externally Set Assignment.

The externally set assignment is the place and opportunity where students show what they have learned on the course to that point and put it into practice. Students can demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point, supplied by AQA. The period of weeks and months that follow truly are the engine room of the assignment where ideas, materials and techniques are trialled, explored and investigated, before a final statement is created in the supervised period at the very end of the process and component.

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## Curriculum Implementation:

Year	Term	Content
10	Autumn	1 & 2
	Spring	3 & 4
	Summer	5 & 6
<p><b>Component 1: Portfolio</b></p> <p>This component constitutes 60% of the overall Fine Art GCSE qualification (as described later in the <b>How Students Are Assessed</b> section).</p> <p>All class and homework time in year 10 and the autumn term in year 11 is dedicated to the production and development of the Portfolio and its contents.</p> <p>Throughout that time 2 to 3 projects will be completed which explore different themes, topics and ideas. The first topic themes are set by the class teacher to enable students to learn, explore, practice and refine the necessary skills to complete the course successfully. Previous projects have explored topics such as food and drink (still life), expressive landscapes or journeys (landscapes, seascapes, cityscapes) and identity (portraiture and still life).</p> <p>Students work in one or more area(s) of <b>fine art</b>, such as those listed below:</p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Sculpture</li> <li>• Installation</li> <li>• Photography and the moving image</li> <li>• Printmaking</li> <li>• Mixed media</li> </ul> <p>They may explore overlapping and/or a combination of areas.</p> <p>Students will demonstrate the ability to use <b>fine art</b> techniques and processes, appropriate to students' personal intentions, for example:</p> <ul style="list-style-type: none"> <li>• Mark-making through drawing and painting</li> <li>• Mono-print, dry-point, collagraph and block printing</li> <li>• Assemblage</li> <li>• Construction</li> <li>• Carving</li> <li>• Film and video</li> <li>• Digital working methods</li> </ul>		

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			<p>Students will demonstrate the ability to use media and materials, as appropriate to their personal intentions, for example:</p> <ul style="list-style-type: none"> <li>• Charcoal, pastels, pen and ink, crayons and pencil</li> <li>• Watercolour, gouache, acrylic and oil paint</li> <li>• Found materials, collage, assemblage</li> <li>• Clay, wood and metal</li> <li>• Digital imagery</li> <li>• Different papers and surfaces on which to work</li> </ul> <p>Students will consider the way sources inspire the development of ideas, relevant to <b>fine art</b> possibly including:</p> <ul style="list-style-type: none"> <li>• How sources may relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts.</li> <li>• How ideas, themes, forms, feelings and concerns can inspire personal responses that are aesthetic, intellectual or conceptual.</li> <li>• How meanings, ideas and intentions relevant to fine art can be communicated including the use of figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation.</li> <li>• How visual and tactile elements, such as colour, line, form, tone, texture, shape, composition, rhythm, scale, structure and surface can be utilised.</li> </ul> <p><i>*Students' begin the course (in normal circumstances) having enjoyed a Year 9 summer term visit to the <b>Yorkshire Sculpture Park</b> or <b>The Hepworth Wakefield</b> and a summer term <b>Art Workshop</b>. Work from these activities are used to form early parts of the GCSE Component 1 Portfolio, where possible.</i></p> <p>Throughout Year 10 and Y11 (autumn term) students learn about different skills, techniques and processes enabling them to produce a wide range of work for their own portfolio, which will include:</p> <ul style="list-style-type: none"> <li>• <b>Photography</b> that informs the development of creative ideas.</li> <li>• <b>Drawing</b> using different media, scale and techniques for its own sake, as part of development of ideas and perhaps as a major outcome itself.</li> </ul>
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			<ul style="list-style-type: none"> <li>• <b>Painting</b> as part of the creation and refinement of ideas, experimentation with materials and processes, along with final outcomes (on paper, canvas, wooden panels or plastic) that realise their intentions.</li> <li>• <b>Mixed media</b> and layered explorations using collage, assemblage.</li> <li>• <b>Printmaking</b> that explores line, texture, shape, rhythm, composition etc. through methods such as dry-pint, collagraph and mono-printing as well as techniques including Chine-collé, à la poupée etc.</li> <li>• <b>Artist, craft worker and designer research and analysis</b> that considers past and present practice and which also informs their own practical work.</li> <li>• <b>Development</b> work that considers content, style, composition, narrative, atmosphere, colour palette, surface pattern etc., from initial concept to final realisation.</li> <li>• <b>Three dimensional and sculptural work</b> using clay, card, mod-roc, found objects or other suitable materials.</li> </ul> <p>Each student must select and present a portfolio representative of their course of study. The portfolio must include both:</p> <ol style="list-style-type: none"> <li>1. <b>A sustained project</b> developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.</li> </ol> <p>This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.</p> <ol style="list-style-type: none"> <li>2. <b>A selection of further work</b> resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.</li> </ol> <p>Evidence of <b>drawing activities</b> and <b>written annotation</b> must be included.</p> <p><i>Interleaving (prior learning to reactivate):</i></p> <ul style="list-style-type: none"> <li>• Y7 Visual Elements.</li> <li>• Y7 Natural forms drawings and studies.</li> <li>• Y8 Perspective.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Y9 Sea life drawings and studies.</li> <li>• Y7, Y8 and Y9 art history based research and analysis activities.</li> <li>• Y9 Printmaking activities.</li> <li>• Y9 Aerial project compositional development.</li> <li>• Y9 YSP visit work.</li> <li>• Y9 Advanced project skills.</li> </ul> <p><i>Interleaving (skills to revisit):</i></p> <ul style="list-style-type: none"> <li>• Observational drawing (recording).</li> <li>• Photography (recording).</li> <li>• Compositional development / design work.</li> <li>• Proportion.</li> <li>• Exploration of materials.</li> <li>• Successful Presentation of work.</li> <li>• Translating ideas from concept to realisation.</li> </ul> <p>Planning and preparation for the Year 11 (mock examination) or Component 1 Portfolio major project begins at the end of the summer term.</p> <p>Starting points are provided for some students needing further guidance while other students select their own theme (in consultation with their teacher).</p> <p>*The summer holiday is used to take photographic resources suitable for the beginning of the new and final portfolio project.</p> <p><i>Interleaving (prior learning to reactivate):</i></p> <ul style="list-style-type: none"> <li>• KS3 Independent task projects.</li> <li>• KS3 Photography tasks.</li> <li>• Y7/8 Photography competitions.</li> <li>• Y7 Portraiture tasks.</li> </ul> <p><i>Interleaving (skills to revisit):</i></p> <ul style="list-style-type: none"> <li>• Idea development.</li> <li>• Composition.</li> <li>• Proportion.</li> <li>• Use of lighting.</li> <li>• Use of perspective.</li> <li>• Interpretation skills.</li> <li>• Translating ideas from concept to realisation.</li> </ul>
11	Autumn	1 & 2	<p><b>Component 1: Portfolio</b> (continued)</p> <p>This component constitutes 60% of the overall Fine Art GCSE qualification (as described later in the <b>How Students Are Assessed</b> section).</p> <p>All class and homework time in year 10 and the autumn term in year 11 is dedicated to the production and development of the Portfolio and its contents.</p>

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			<p>Throughout that time 2 to 3 projects will be completed which explore different themes, topics and ideas. The first topic themes are set by the class teacher to enable students to learn, explore, practice and refine the necessary skills to complete the course successfully. Previous projects have explored topics such as food and drink (still life), expressive landscapes or journeys (landscapes, seascapes, cityscapes) and identity (portraiture and still life).</p> <p>Students work in one or more area(s) of <b>fine art</b>, such as those listed below:</p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Sculpture</li> <li>• Installation</li> <li>• Photography and the moving image</li> <li>• Printmaking</li> <li>• Mixed media</li> </ul> <p>They may explore overlapping and/or a combination of areas.</p> <p>Students will demonstrate the ability to use <b>fine art</b> techniques and processes, appropriate to students' personal intentions, for example:</p> <ul style="list-style-type: none"> <li>• Mark-making through drawing and painting</li> <li>• Mono-print, dry-point, collagraph and block printing</li> <li>• Assemblage</li> <li>• Construction</li> <li>• Carving</li> <li>• Film and video</li> <li>• Digital working methods</li> </ul> <p>Students will demonstrate the ability to use media and materials, as appropriate to their personal intentions, for example:</p> <ul style="list-style-type: none"> <li>• Charcoal, pastels, pen and ink, crayons and pencil</li> <li>• Watercolour, gouache, acrylic and oil paint</li> <li>• Found materials, collage, assemblage</li> <li>• Clay, wood and metal</li> <li>• Digital imagery</li> <li>• Different papers and surfaces on which to work</li> </ul> <p>Students will consider the way sources inspire the development of ideas, relevant to <b>fine art</b> possibly including:</p> <ul style="list-style-type: none"> <li>• How sources may relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts.</li> </ul>
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			<ul style="list-style-type: none"> <li>• How ideas, themes, forms, feelings and concerns can inspire personal responses that are aesthetic, intellectual or conceptual.</li> <li>• How meanings, ideas and intentions relevant to fine art can be communicated including the use of figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation.</li> <li>• How visual and tactile elements, such as colour, line, form, tone, texture, shape, composition, rhythm, scale, structure and surface can be utilised.</li> </ul> <p>Throughout Year 10 and Y11 (autumn term) students learn about different skills, techniques and processes enabling them to produce a wide range of work for their own portfolio, which will include:</p> <ul style="list-style-type: none"> <li>• <b>Photography</b> that informs the development of creative ideas.</li> <li>• <b>Drawing</b> using different media, scale and techniques for its own sake, as part of development of ideas and perhaps as a major outcome itself.</li> <li>• <b>Painting</b> as part of the creation and refinement of ideas, experimentation with materials and processes, along with final outcomes (on paper, canvas, wooden panels or plastic) that realise their intentions.</li> <li>• <b>Mixed media</b> and layered explorations using collage, assemblage.</li> <li>• <b>Printmaking</b> that explores line, texture, shape, rhythm, composition etc. through methods such as dry-pint, collagraph and mono-printing as well as techniques including Chine-collé, à la poupée etc.</li> <li>• <b>Artist, craft worker and designer research and analysis</b> that considers past and present practice and which also informs their own practical work.</li> <li>• <b>Development</b> work that considers content, style, composition, narrative, atmosphere, colour palette, surface pattern etc., from initial concept to final realisation.</li> <li>• <b>Three dimensional and sculptural work</b> using clay, card, mod-roc, found objects or other suitable materials.</li> </ul>
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			<p>Each student must select and present a portfolio representative of their course of study. The portfolio must include both:</p> <ol style="list-style-type: none"> <li>1. <b>A sustained project</b> developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.</li> </ol> <p>This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.</p> <ol style="list-style-type: none"> <li>2. <b>A selection of further work</b> resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.</li> </ol> <p>Evidence of <b>drawing activities</b> and <b>written annotation</b> must be included.</p> <p><i>Interleaving (prior learning to reactivate):</i></p> <ul style="list-style-type: none"> <li>• Y7 Visual Elements.</li> <li>• Y7 Natural forms drawings and studies.</li> <li>• Y8 Perspective.</li> <li>• Y9 Sea life drawings and studies.</li> <li>• Y7, Y8 and Y9 art history based research and analysis activities.</li> <li>• Y9 Printmaking activities.</li> <li>• Y9 Aerial project compositional development.</li> <li>• Y9 YSP visit work.</li> <li>• Y9 Advanced project skills.</li> </ul> <p><i>Interleaving (skills to revisit):</i></p> <ul style="list-style-type: none"> <li>• Observational drawing (recording).</li> <li>• Photography (recording).</li> <li>• Compositional development / design work.</li> <li>• Proportion.</li> <li>• Exploration of materials.</li> <li>• Successful Presentation of work.</li> <li>• Translating ideas from concept to realisation.</li> </ul> <p>Preparatory work for the Year 11 (mock examination) or Component 1 Portfolio major continues in the autumn term.</p> <p>Starting points are provided for some students needing further guidance while other students select their own theme (in consultation with their teacher).</p>
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			<p><b><i>Interleaving (prior learning to reactivate):</i></b></p> <ul style="list-style-type: none"> <li>• KS3 Independent task projects.</li> <li>• KS3 Photography tasks.</li> <li>• Y7/8 Photography competitions.</li> <li>• Y7 Portraiture tasks.</li> </ul> <p><b><i>Interleaving (skills to revisit):</i></b></p> <ul style="list-style-type: none"> <li>• Idea development.</li> <li>• Composition.</li> <li>• Proportion.</li> <li>• Use of lighting.</li> <li>• Use of perspective.</li> <li>• Interpretation skills.</li> <li>• Translating ideas from concept to realisation.</li> </ul>
	Spring	3 & 4	<p><b>Component 2: Externally Set Assignment</b></p> <p>AQA will provide a separate externally set assignment for the Fine Art course with seven different starting points. Students must select and respond to <b>one</b> starting point from their chosen title.</p> <p>The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.</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 10 hours of supervised time.</p> <p>Evidence of <b>drawing activities</b> and <b>written annotation</b> must be included.</p> <p>A preparation period, which can begin on or after 2<sup>nd</sup> January, is followed by 10 hours of supervised unaided work (after Easter) in which students are required to realise their intentions.</p> <p><b><i>Interleaving (prior learning to reactivate):</i></b></p> <ul style="list-style-type: none"> <li>• Y7 Visual elements.</li> <li>• Y7 Natural forms paintings.</li> <li>• Y8 Landscape paintings.</li> <li>• Y8 Perspective.</li> <li>• Y8 Creative Workshop skills and outcomes.</li> <li>• Y9 Aerial project canvas paintings.</li> <li>• Y9 Sea life drawings and studies.</li> <li>• KS3 art history based research and analysis activities.</li> <li>• KS3 Construction and three dimensional work.</li> <li>• Y9 Artist in Residence skills and outcomes.</li> <li>• Y9 YSP visit responses to art work.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Y9 Advanced project skills.</li> <li>• Y10 Food and Drink project skills and outcomes.</li> <li>• Y10 Project 2 skills and outcomes.</li> <li>• Y10 Major project skills and outcomes.</li> </ul> <p><b>Interleaving (skills to revisit):</b></p> <ul style="list-style-type: none"> <li>• Idea development.</li> <li>• Painting techniques.</li> <li>• Observational drawing (recording).</li> <li>• Photography (recording).</li> <li>• Compositional development / design work.</li> <li>• Proportion.</li> <li>• Perspective.</li> <li>• Exploration of materials.</li> <li>• Construction and three dimensional skills.</li> <li>• Successful presentation of work.</li> <li>• Translating ideas from concept to realisation.</li> </ul>
	Summer	5	<p><b>Component 2: Externally Set Assignment</b> (continued)</p> <p>AQA will provide a separate externally set assignment for the Fine Art course with seven different starting points. Students must select and respond to <b>one</b> starting point from their chosen title.</p> <p>The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.</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 10 hours of supervised time.</p> <p>Evidence of <b>drawing activities</b> and <b>written annotation</b> must be included.</p> <p><b>*The component (and course) concludes with 10 hours of supervised unaided work in which students are required to realise their intentions.</b></p> <p><b>Interleaving (prior learning to reactivate):</b></p> <ul style="list-style-type: none"> <li>• Y7 Visual elements.</li> <li>• Y7 Natural forms paintings.</li> <li>• Y8 Landscape paintings.</li> <li>• Y8 Perspective.</li> <li>• Y8 Creative Workshop skills and outcomes.</li> <li>• Y9 Aerial project canvas paintings.</li> <li>• Y9 Sea life drawings and studies.</li> <li>• KS3 art history based research and analysis activities.</li> </ul>

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			<ul style="list-style-type: none"> <li>• KS3 Construction and three dimensional work.</li> <li>• Y9 Artist in Residence skills and outcomes.</li> <li>• Y9 YSP visit responses to art work.</li> <li>• Y9 Advanced project skills.</li> <li>• Y10 Food and Drink project skills and outcomes.</li> <li>• Y10 Project 2 skills and outcomes.</li> <li>• Y10 Major project skills and outcomes.</li> </ul> <p><b>Interleaving (skills to revisit):</b></p> <ul style="list-style-type: none"> <li>• Idea development.</li> <li>• Painting techniques.</li> <li>• Observational drawing (recording).</li> <li>• Photography (recording).</li> <li>• Compositional development / design work.</li> <li>• Proportion.</li> <li>• Perspective.</li> <li>• Exploration of materials.</li> <li>• Construction and three dimensional skills.</li> <li>• Successful presentation of work.</li> <li>• Translating ideas from concept to realisation.</li> </ul>
	Summer	6	Study Leave

### How students are assessed

#### Assessment Objectives:

Success is determined by how well students cover the following **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.

Each component is marked out of a total of 96 marks. As the assessment objectives are equally weighted in each component, there is a maximum of 24 marks for each of the assessment objectives. The marks, out of 24, for each assessment objective must be added together to produce the total mark out of 96.

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## Structure of Assessment

Component 1: Portfolio	+	Component 2: Externally set assignment
<b>What's assessed</b> 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.		<b>What's assessed</b> 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.
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• No time limit</li><li>• 96 marks</li><li>• 60% of GCSE</li></ul>		<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Preparatory period followed by 10 hours of supervised time</li><li>• 96 marks</li><li>• 40% of GCSE</li></ul>
Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.		Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

## **Enrichment – How can students deepen their understanding of Art?**

### **Gallery Visits**

GCSE art students are encouraged to visit and view first hand as much art work of different kinds as possible. This will extend their appreciation of art, craft and design from different times, periods, countries and cultures and strengthen their ability to devise and construct their own practical and creative responses to the world around them.

- Derby Museum and Art Gallery: <https://www.derbymuseums.org/museum-and-art-gallery>
- Nottingham Contemporary: <https://www.nottinghamcontemporary.org/>
- Birmingham Museum and Art Gallery: <https://www.birminghammuseums.org.uk/>
- Manchester: <https://manchesterartgallery.org/>
- Leeds: <https://museumsandgalleries.leeds.gov.uk/leeds-art-gallery/>
- Yorkshire Sculpture Park: [www.ysp.org.uk/learning](http://www.ysp.org.uk/learning)
- Hepworth Wakefield: [www.hepworthwakefield.org](http://www.hepworthwakefield.org)
- Elaine Lim-Newton: [www.elainelimnewton.wordpress.com](http://www.elainelimnewton.wordpress.com)

### **Field Trips:**

***Students are encouraged to visit extraordinary places such as:***

- Eden project: <https://www.edenproject.com>
- Birmingham Botanical Gardens: <https://www.birminghambotanicalgardens.org.uk>
- Yorkshire Sculpture Park: [www.ysp.org.uk](http://www.ysp.org.uk)
- Royal Armouries Museum: <https://royalarmouries.org/venue/royal-armouries-museum>
- Twycross Zoo: <https://twycrosszoo.org>

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- Parks, woodlands, coastlines.
- Festivals, concerts, cinemas.
- Anywhere to absorb the surroundings and use these experiences in their work, when the time is right!

## **Ecclesbourne School Resources:**

### ***Students should make use of:***

- Ecclesbourne School art work displays and exemplar material in class room bases and around the school site.
- Ecclesbourne School website – exemplar material.
- The Art reference books in the school library.

## **Practical Workshops**

Art students are encouraged to access practical or online workshops of interest to them in any discipline relevant to their artistic development, such as watercolour painting, felt making, sculpture, photography, digital art etc.

- Leicester Print Workshop: <http://www.leicesterprintworkshop.com/>
- Patchings Art Centre: <https://www.patchingsartcentre.co.uk>
- Craft Courses: <https://www.craftcourses.com/categories/art?location=Derbyshire&search=yes>
- Lewis Noble: <https://www.lewisnoble.co.uk/>
- The Clay Rooms: <https://www.theclayrooms.co.uk/>

## **Additional Art Sessions at school**

Art students are encouraged to make use of any extra sessions organised at school throughout the course.

## **Film:**

The Picasso Mystery, Mr Turner, The Agony and the Ecstasy, Lust for Life, Edvard Munch, Frida, Pollock, At Eternity's Gate, Toy Story Series, Finding Nemo.

## **Literature:**

DK-The Illustrated Story of Art, DK-Great Paintings: The World's Masterpieces Explored and Explained, Claudia Stauble-The Paintings that Revolutionized Art, Mike Ager-AQA GCSE Art and Design Student Handbook, Keith Winser-BBC GCSE Bitesize – Art and Design, Bob and Roberta Smith-You are an Artist.

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## Impact

At the end of the course and assessment process students will be successful, as Art grades at this level are exceptional, however, far more importantly they will have grown as artists.

## What skills will the study of Art teach students'?

*Courses based on the Fine Art specification will encourage students to:*

- **Actively** engage in the creative process.
- **Become** independent learners, and critical and reflective thinkers with enquiring minds.
- **Develop** creativity and imagination.
- **Become** confident in taking risks and learning from experience.
- **Explore** and experiment with ideas, materials and techniques.
- **Develop** critical understanding and thinking skills.
- **Develop** and refine ideas and personal outcomes with increasing independence.
- **Acquire** and develop technical skills through working with a broad range of media, materials, processes and technologies.
- **Develop** knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures.
- **Develop** an awareness of art, craft and design in the creative and cultural industries.
- **Develop** an awareness of the purposes, intentions and functions of art, craft and design.
- **Demonstrate** safe working practices in art, craft and design.

## Where next – how can Art support students' future?

GCSE Art and Design will prepare students for progression onto either academic courses in Art such as A Levels or applied and job related courses such as BTECs. Students can study art, history of art, craft and design, design and technology, sculpture, textiles and photography, amongst others.

The creative economy accounts for 1 in 11 jobs across the UK and employs 7000.000 more people than the financial services industry (Creative Industries Federation.)

Art can therefore help students develop creative skills and the ability to visualise new ideas which can be useful in - Animation, Architecture, Fine Art, Costume and Set Design, Graphic Design, Interior Design, Product Design, Ceramics, Surface pattern, Sculpture, Museum Curator, Photography, Primary school teaching, Secondary school teaching, Art Therapy, Medical illustration or Computer Aided Design, to name a few!

Beyond that GCSE Art will instil in students a lifelong love of the Arts, whether they make and create it, watch or observe it.

**Be bold, be rebellious, choose Art. It Matters.** (Neil Giaman)