

ART - Key Stage 4 overview

YEAR 9

GCSE Art and Design

Sept-March: Introduction to GCSE Art and Design Project: **Still Life**

In this project students

- learn to create a still life considering lighting/ composition/ perspective
- developing their observational drawing skills working in a range of media considering the formal qualities of the objects they observe (line/ tone/ texture/ colour/ form etc)
- learn about the structure of the GCSE course and how work is assessed – (the assessment objectives/ GCSE language of assessment)
- learn about the standards for assessment at GCSE level
- Develop personal ideas for their own still life project using past GCSE papers as starting points

March: Introduction to GCSE Art and Design Project 2: **Being Human**

In this project students

- Develop their observational drawing skills by exploring the human form- proportion/ measuring with a pencil/ gesture / body language
- Further develop their observational drawing skills working in a range of media considering the formal qualities of the objects they observe (line/ tone/ texture/ colour/ form etc)
- Further develop their understanding of the creative process GCSE students are expected to follow and how work is assessed –
- Further develop their understanding of the standards for assessment at GCSE level
- Develop and share personal ideas for their own project using past GCSE papers as starting points
- Collaborate with other GCSE students to create a piece of 3D public art in response to the theme-“ Being Human”.

BTEC Art and Design

In Year 9 students complete 2 BTEC units of work

Unit 1: Introduction to Specialist Pathways: The Jungle Book Project

Students respond to the following scenario:

The Hamble School is commissioning young designers to create a fresh approach to a school drama production. The drama production is an interpretation of the Disney Classic *'The Jungle Book'*.

They have suggested:

- costumes and accessories
- props
- sets and interior designs.

They have asked that your completed designs are presented to the client in a portfolio and should be design sheets and maquettes (scale models).

Unit 3: Communicating ideas in 2D: Postcards Project

Students respond to the following scenario:

The Parent Forum of The Hamble School has requested a new Rewards postcard for the school to celebrate the success of their children. They would like the postcard to represent and / or symbolise: Effort, Achievement, Celebrate, Reward, and Success.

They would like the postcards to be an improvement from the school's current rewards postcard which is text based. They would like interesting and creative use of imagery and colour to really symbolise and grasp the concept of celebration and achievement.

They have asked that your completed printed postcard design and portfolio are presented within an exhibition. Postcards created could be the new school reward postcard!

YEAR 10

GCSE Art and Design

In Year 10 GCSE art students are expected to complete 2 units of GCSE Art and Design coursework.

Students are asked to respond to the theme from past exam papers and are supported to develop personal and original ideas and outcomes in response to the theme.

Examples of the themes for coursework projects include:

- Force
- Similarities and/or differences
- Surfaces

Students are expected to keep a creative diary, planning their time in class and at home. Targets are set regularly by the teacher and the student in response to assessment feedback.

For each unit of work, students produce a portfolio of preparatory studies as well as a final outcome in their own choice of media.

BTEC Art and Design

In Year 10 students complete 2 BTEC units of work. The first unit of work that students will complete is:

Unit 1: Introduction to Specialist Pathways: The Experiment

A film company is commissioning young designers to create a fresh approach to a production. The film is a futuristic sci-fi drama film called 'The Experiment'.

They have suggested:

- costumes and accessories
- props
- sets and interior designs.

They have asked that your completed designs are presented to the client in a portfolio and should be design sheets and maquettes or scale models.

BTEC Project 2

Students will be asked to produce a portfolio of work in response to assignment briefs provided in class for either of the following BTEC units of work:

Unit 3: Communicating Ideas in 2D

Unit 4: Communicating Ideas in 3D

YEAR 11

GCSE Art and Design

In Year 11 students complete their final coursework project (which is also their Mock Exam). Normally this project is based on the previous academic year's final exam.

- Gather visual research and explore their ideas in response to the theme.
- Develop personal ideas for their own using past GCSE paper theme as starting points.
- Experiment with a range of media and processes with guidance from their teacher.
- Create maquettes, experimental pieces of artwork to fully explore, test limitations and develop their growing ideas.
- Complete an exciting, imaginative, ambitious final piece within 10 hours, under exam conditions.

January: Airbrick time.

Students will review and reflect the quality and grading of their coursework (project one and two, worth 60%) and in response to formal teacher feedback will develop and improve the quality of their projects.

February: Final Art Exam (worth 40% of the GCSE mark)

Students will be given their final exam paper. The theme of the paper is decided each year by the exam board, Edexcel. Students have 10 weeks (20 hours directed time) to complete their preparatory studies which include:

- Selecting and recording visual and other information to inform your work (Taking photos, drawing, making notes or written observations, finding information on the internet)
- Developing their work by looking at the work of other artists and contextual references: A great source of inspiration is to look at /experience the work of other artists, cultures, religions. Students will explore what inspires other artists to get creative, the materials and techniques that they used and the ideas behind the art work.
- Students will have the opportunity to visit London art galleries to inspire them, complete drawings, sketches and gather information.
- Developing your work by exploring different ideas, media, processes, compositions and colour ways. By experimenting with different media and processes students will make their work more interesting and develop their art skills.

At the beginning of May: Complete an exciting, imaginative, ambitious final piece within 10 hours, under exam conditions (worth 25% of their Exam mark).

BTEC Art and Design

In Year 11 students complete 2 BTEC units of work

Unit 4: Communicating ideas in 3D: The Headspace Project

Students respond to the following scenario:

An Arts festival have invited local artists to submit art work for an installation they are calling 'Headspace'.

The 'Headspace' installation will feature suspended boxes which festival goers pull over their heads creating an alternative headspace.

The box installations should transport the viewer to an alternative headspace (i.e. an insight into the mind/view point of another person/ creature) The Arts Festival would like this installation to provide its festival goers with a multisensory experience.

Submitted art work could be made to be:

- Smelt
- Touched
- Heard As well as visual.

The festival organisers have suggested the use of

- Mixed Media Sculpture-3D materials- Paper Mache/ Mod Roc/ Wire/
- Moulding material eg- Soft Mo
- Fabrics
- Recorded sound
- Collage/ Relief Sculpture

Installation Boxes should be limited to max 50 cm³ and must be robust, lightweight and ready to hang.

Unit 2: Creative Project

- This project is set by the exam board and sent to schools for students to complete in the Spring Term.