



Unit	WJEC 3-dimensional	Module	1	Year	10	Length of unit	18 Weeks
Title	Urban or man made objects	Last Updated	August 2019				

About the unit:

This unit will provide students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. Students will develop their ability to actively engage in the processes of Art and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures. Students will be introduced to a range of artists who have found inspiration in man made or urban objects. They will study the role of sculpture through history with an emphasis on the 21st century Art Object. Students will be encouraged to explore and experiment with traditional and non traditional materials to create a 3 dimensional personal response, informed by their individual research. This sculpture will be used to inspire a further body of work in a variety of different media, including painting, drawing, dry-point, ICT. Amongst their research they will complete detailed visual studies, both in 3D and 2D formats, of some of the work studied. They will use a variety of techniques in the development of their ideas, including photography, pen and water colour, dry points, incising, modelling and applied clay techniques.

Materials & Equipment

Cartridge Paper, Grey Card, Gum Strip, Digital Cameras, Computers, scanners, Photoshop, Plastic Printing Plates, Etching tools, PVA, paintbrushes, glue brushes. Other materials may be required depending on individual needs. Students may be required to purchase specialist materials.

Visual Resources.

A wide selection of ppt relevant to this module are to be found on the school's Wiki site. Pinterest boards have been created to further support and provide inspiration. Departmental art books and magazines Current display, exemplar material,

What the unit covers, covered areas:

Use of photography, dry points, observational drawings, mark making, drawing as a language to create and develop ideas. Casting, use of resin, fibre glass, paper mache, collage techniques, latex, use of clay sculpturally The role of primary and secondary research will be covered. The concept of developing ideas independently and following own lines of enquiry.

Cross Curricular Links:

History - Students will be expected to show understanding of artists work from an historical view point, taking into account the impact of major world events, development of technology and industry, the rise of minority groups etc. Geography - Human geography looking at political, social, economic and cultural effects. Physical geography coastal, climate, environment etc ICT... use of Photoshop & Imovie, Literacy - Students will be expected to demonstrate their understanding of the content taught, through advanced oral and written communication, using a variety of formal and informal styles with a developing technical vocabulary. Maths- symmetry, geometry and measurement

Expectations:

At the end of this unit most pupils will:

Record their observations, experiences and ideas in forms that are appropriate to intentions. Provided evidence of analysis and evaluation of images of the work of artists (Picasso, Braque, Giacometti, etc.) They will have explored and developed ideas, using a range of media and processes, modifying and refining their work as it progresses. They will have developed a personal response, making appropriate links with the work of others.

Some pupils will not have made so much progress and will:

Record some observations, experiences and ideas in at least one appropriate form. Provided some modest evidence of analysis and evaluation of images of the work of at least one artist (Picasso, Braque, Giacometti, etc.) They will have made some attempt to explore and develop an idea, using a range of media and processes, modifying and refining their work as it progresses. They will have developed a personal response, making some modest links with the work of others.

Some pupils will have progressed further and will:

Recorded observations, experiences and ideas confidently and skilfully in forms that are appropriate to intentions. Provided evidence of in depth analysis and evaluation of the work of relevant artists (Picasso, Braque, Giacometti, etc.) They will have explored and developed a wide range of ideas, using a range of media and processes, modifying and refining their work as it progresses. They will have developed a personal response/s, demonstrating clear links with the work of others.

Language for learning:

Through the activities in this unit students will be able to **understand, use and spell correctly vocabulary relating to:**

- Specific art movement terms cubist, pop art, constructivism, reductionism, deconstructivism.
- Language relevant to research ie. critical studies, contextual work, primary and secondary research, annotations.
- Photo shop terms ie. layers, filters, contrast.
- Basic artistic terms ie. collage, mixed media, chiaroscuro, expressive verses controlled, figurative, abstract, expressionistic.
- Print making terms ie. frottage, collograph, dry point, lino, relief.

Prior Learning:

It is helpful if the pupils have:

Completed the KS3 programme of study and have developed a knowledge and understanding of drawing, painting and sculptural techniques. Understand how to use ICT to develop ideas.

Assessment Objectives

AO1)
Record observations, ideas, information and insights in visual and other forms,

Teaching Activities

Group discussion on how to meet Assessment Objective 2. Observational drawing exercises in a range of different media & on a variety of scales to consider the formal elements. Digital photography of compositions of geometric forms and man made objects.. boxes, cylinders,

Learning Outcomes

Understand how to meet Assessment Objective 1. Improved powers of observation. Improved draughtsmanship. Develop Digital photographic skills.



<p>appropriate to intentions.</p>	<p>spheres, etc. Set up still life on desks and in centre of room to work from.</p>	
<p>AO2) Analyse and evaluate critically sources such as images, objects, artefacts and texts showing understanding of purposes, meanings and contexts.</p>	<p>Group discussion on how to meet Assessment Objective 2. Power point Presentation on still life and use of Man Made objects in Art & Design. Discussions on development of Cubism as movement. Research and investigation homework's on relevant artists. Critical studies of relevant artists work. In particular look at Violin & Grapes by Picasso and relevant Cubist Sculpture.</p>	<p>Understand how to meet assessment objective 2. Develop an understanding of the work of relevant artists and craftspeople. Begin to develop an understanding of relevant art movements.</p>
<p>AO3) Develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.</p>	<p>Group discussion on how to meet Assessment Objective 3. Development of a sculpture or Art Object inspired by manmade/urban artefacts. Use grey card, masking tape and gum strip- cover with PVA. Use sculpture to develop further drawings, photography, dry-point prints, etc. Use all developed material to inform a final personal response.</p>	<p>Understand how to meet assessment objective 3. Develop skills in a variety of different media, processes, etc.</p>
<p>AO4) Present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others.</p> <p>Any other information.</p>	<p>Group discussion on how to meet Assessment Objective 4. Development of above sculpture. Final piece developed independently by student based on all activities undertaken above. Could be one of following: Sculpture Painting Print ICT based work Mixed Media Collage</p>	<p>Understand how to meet assessment objective 4 Independent thought. Development of a range of skills in a variety of media. Further develop ability to produce a personal response, making connections with the work of others.</p>

This project will be assessed at the end of the unit against the four assessment objectives and using the departmental assessment/ target setting sheet. Specific targets should be set to ensure that students understand what they must do in order to achieve their target grade.



Unit	Mixed Media	Module	2	Year	10	Length of unit	12 Weeks
Title	Journeys	Last Updated	August 2019				

About the unit:

This unit is designed to give students more freedom over their own independent learning goal setting and inspirations. Journeys is a very wide area to study with many different concepts that can be considered. This unit is very Student led and is designed to equipped students for a more independent approach to their work and produce an individual personal piece of work. Students will develop a range of out comes and experiments based on initial research and investigation. This collection of ideas will be used to inspire and inform a further body of work in a variety of different media, including painting, sculpture, drawing, dry-point and ICT.

Materials & Equipment

Drawing materials, collages, Digital Cameras, Computers, scanners, Photoshop, Plastic Printing Plates, Etching tools, PVA, paintbrushes, glue brushes,

Visual Resources.

Power point presentations, Work by Dominic McGill, Bill Woodrow, Miro, Andy Goldsworthy, Kurt Jackson exemplar material,

What the unit covers, covered areas:

Drawing, Painting, collage, mixed media, sculpture, Digital photography, ICT, Dry-point printing, Painting and sculpture.

Cross Curricular Links:

Geography- maps, symbols, landscape and geology.
 Maths - construction of a sculpture based on geometric forms.
 History - Looking art Artists and social/historical contexts.
 English - Use of Key words, analysis and research.
 ICT - use of ICT to record observations and develop ideas.

Expectations:

At the end of this unit most pupils will:

recorded observations, experiences and ideas in forms that are appropriate to intentions. Provided evidence of analysis and evaluation of images of the work of artists. They will have explored and developed ideas, using a range of media and processes, modifying and refining their work as it progresses. They will have developed a personal response, making appropriate links with the work of others.

Some pupils will not have made so much progress and will:

recorded some observations, experiences and ideas in more than one appropriate form. Provided some modest evidence of analysis and evaluation of images of the work of at least one artist. They will have made some attempt to explore and develop an idea, using a range of media and processes, modifying and refining their work as it progresses. They will have developed a personal response, making some modest links with the work of others.

Some pupils will have progressed further and will:

recorded observations, experiences and ideas confidently and skilfully in forms that are appropriate to intentions. Provided evidence of in depth analysis and evaluation of the work s of the work of artists. They will have explored and developed a wide range of ideas, using a range of media and processes, modifying and refining their work as it progresses. They will have developed a personal response/s, demonstrating clear links with the work of others.

Language for learning:

Through the activities in this unit students will be able to understand, use and spell correctly vocabulary relating to:

Prior Learning:

It is helpful if the pupils have:

Completed the KS3 programme of study and have developed a knowledge and understanding of drawing, painting and sculptural techniques. Understand how to use ICT to develop ideas.

Assessment Objectives

Teaching Activities

Learning Outcomes

AO1)
 Record observations, ideas, information and insights in visual and other forms,

Group discussion on how to meet Assessment Objective 1.
 Observational drawing exercises in a range of different media & on a variety of scales to consider the formal elements. Go on a journey and record visual information. Journey to another culture.

Understand how to meet Assessment Objective 1.
 Improved powers of observation.
 Improved draughtsmanship. Develop Digital photographic skills.
 To plan and develop own work.



appropriate to intentions.

AO2)
Analyse and evaluate critically sources such as images, objects, artefacts and texts showing understanding of purposes, meanings and contexts.

Group discussion on how to meet Assessment Objective 2. How to complete Power point Presentation on what different journeys can be taken. Discussions on development of their ideas. Research and investigation homework's on relevant artists. Critical studies of relevant artists work. In particular look at Mind maps from Dominic McGill and the work of Bill Woodrow. The work of Andy Goldsworthy.

Understand how to meet assessment objective 2. Develop an understanding of the work of relevant artists and craftspeople. Begin to develop an understanding of relevant art movements.

AO3)
Develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.

Group discussion on how to meet Assessment Objective 3. Development of individual responses to journeys, support Students to work independently and set own work. Take a Journey to another culture. Use work to develop further drawings, photography, dry-point prints, etc. Use all developed material to inform a final personal response.

Understand how to meet assessment objective 3. Develop skills in a variety of different media, processes, etc. To practise working independently.

AO4)
Present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others.

Group discussion on how to meet Assessment Objective 4. Development of above sculpture/ painting. Final piece developed independently by student based on all activities undertaken above. Could be one of following:
Sculpture
Painting
Print
ICT based work
Mixed Media Collage

Understand how to meet assessment objective 4
Independent thought. Development of a range of skills in a variety of media. Further develop ability to produce a personal response, making connections with the work of others.

Any other information.

This project will be assessed at the end of the unit against the four assessment objectives and using the departmental assessment/ target setting sheet. Specific targets should be set to ensure that students understand what they must do in order to achieve their target grade.



Unit **Cultural Art**

Module **3** Year **10** Length of unit **12 Weeks**

Title **Practices & Beliefs of a Society**

Last Updated **January 2008**

About the unit:

This unit encourages students to consider the distinctive practices and beliefs of one or more different cultures around the world.

It is important that students show evidence of initiative, the development of their ideas and thought processes and the development of technical skills. Historical and contextual research and analysis will form a significant portion of this unit and it is vital that practical work reflects an understanding of the work of different cultures, practices and traditions. Areas of study may include; Aboriginal Art, African tribal Art, Mayan art, Native American Indian Art, Celtic Art, etc.

Materials & Equipment

Cartridge Paper, Digital Cameras, Computers, scanners, Photoshop, PVA, paintbrushes, glue brushes. Other materials may be required depending on individual needs. Students may be required to purchase specialist materials.

Visual Resources.

Relevant Power point Presentations, exemplar materials, books on different cultural arts. The library holds several useful books/resources that could help students develop their work.

What the unit covers, covered areas:

Art, Craft, Design, 2D, 3D, Individual work, Line, tone, pattern, colour, texture, shape, form, painting, collage, printmaking, digital media, sculpture.

Cross Curricular Links:

This unit of work links well with Science, Geography, History, Religious Studies and English. Geography and Science; reference to the natural world, continents and countries, to animals, insects, fish and plant life. English; reference to vocabulary, spelling, pronunciation and grammar, techniques and materials, instructions, etc. History and RS; reference to artists, designers, cultures, religious beliefs, etc.

Expectations:

At the end of this unit most pupils will:

Explore ideas and collect visual and other information on the theme of Cultural Art to help them develop their work; use knowledge and understanding of materials and processes and use these to create and produce art, comment on similarities and differences between their own and other people's work; adapt and improve their work.

Some pupils will not have made so much progress and will:

Collect information for their work; investigate visual and tactile qualities in materials and processes and use these to create and produce art, comment on similarities and differences between their own and other people's work; adapt and improve their work.

Some pupils will have progressed further and will:

Select visual and other information and use this in developing their work; manipulate materials and processes, combining and organising visual and tactile qualities to create and produce art, analyse and comment on ideas, methods and approaches used in their own and others' work and relate these to the theme of Cultural Art.

Language for learning:

Through the activities in this unit students will be able to **understand, use and spell correctly vocabulary relating to:**

Cultural Art, e.g. indigenous, decoration, design, religion, belief.
Composition, e.g. viewpoints, images, cropping, overlay, composition, photomontage
Media & techniques, e.g. intention, modifying, improving.
Compare, e.g. art from different times/places/cultures

Prior Learning:

It is helpful if the pupils have:

Used different techniques and materials to create works of Art
Used Primary and Secondary sources, investigated ideas.
The basic skills needed to experiment with various materials and techniques.
Explored, discussed and analysed works of Art.

Assessment Objectives

Teaching Activities

Learning Outcomes

AO1)
Record observations, ideas, information and insights in visual and other forms,

Students will develop a series of observational drawings using various materials and techniques, exploring primary and secondary source materials, analyse and evaluate works of art from different cultures. They will produce a body of work, including investigative drawings, compositional

Development of students drawing and digital photographic skills and techniques.
Exploration and knowledge of the visual elements; line, tone and texture, etc.
Explore a range of different materials and techniques.



<p>appropriate to intentions.</p>	<p>studies, annotating their work and explain the development of ideas and intentions. Digital photographs from sources such as plants, insects, etc.</p>	<p>Begin to develop basic design skills. Knowledge of another Culture. A Developing awareness of AO1.</p>
<p>AO2) Analyse and evaluate critically sources such as images, objects, artefacts and texts showing understanding of purposes, meanings and contexts.</p>	<p>Through investigative studies select images/cultural art form. Study a variety of artists or designers & illustrate selective works to students, create responses, explore ideas & develop their own work. Discuss, analyse & evaluate images & artefacts, make clear the significance and relevance of context. Make use of sketchbooks to annotate and produce studies & ideas. Analyse/evaluate each developmental stage of their work through annotations</p>	<p>Gain a wider vocabulary with which to discuss their work and that of others. Introduction/insight into techniques & methods used by relevant artists. Students begin to form opinions about the work that will inform their own creative process.</p>
<p>AO3) Develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.</p>	<p>Using a variety of materials and techniques, explore different outcomes through selective processes which may include print making, ceramics, drawing, painting, ICT, collage and photomontage. Show a range of possible ideas for a finished piece(s) of work. This should be done in the form of small compositional sketches. Annotate & evaluate critically work as it progresses. Document evidence through photography.</p>	<p>Further knowledge of a range of materials & techniques. The ability to select and use relevant processes. An understanding of process and of art vocabulary. Developing ability to review, modify and refine work as it progresses. Developing ability to explore ideas using a variety of media and processes.</p>
<p>AO4) Present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others.</p>	<p>Annotate work & take part in discussion about the work of others & development of ideas. Produce personal, well executed & articulate responses. These should be evident in a series of final pieces or final piece that should be conclusive and coherent. Evaluate your work, mention successes, difficulties in your use of materials and processes, composition, colour, etc.</p>	<p>The evaluation process is critical at this stage, it is important that pupils understand and annotate successes and failures. They should indicate changes of direction taken during the project and highlight improvements supported with reasons why. They could even suggest further ideas for the future. They will further develop an ability to produce a creative response to a given theme.</p>

Any other information.

Due to the fact that this unit focuses on the work of different cultures, it will be appropriate to begin the unit by considering teaching activities that relate to Assessment Objective 2.



Unit	Mixed Media	Module	4	Year	11	Length of unit	8 Weeks
Title	Mock Exam	Last Updated	January 2008				

About the unit:

This unit is designed to develop students understanding of the controlled test. Students will be issued with a question paper 4 weeks before the exam begins. They will make use of prior learning, knowledge and understanding to develop preparation work in response to one of 4 questions relating to different themes or art/craft movements. They will then be given 10 hours during lesson time to produce a final piece (or pieces). Students may continue to develop preparation material outside of lessons whilst the exam continues and may bring all preparation work into the exam. However, students will not be allowed to work on the final piece outside of lessons.

Materials & Equipment

Sketchbook
 Access to all reasonable materials. Any specialist materials or equipment must be negotiated well in advance of the commencement of the exam.
 Exam time log.

Visual Resources.

Exemplar material from previous standardisation meetings to indicate the quantity and quality of work expected.
 The library holds several useful books/resources that could help students develop their work.
 Relevant Power point presentations.

What the unit covers, covered areas:

The unit allows students to work independently, specialising in whichever area they feel they are strongest. They will be able to choose to work in one or more of the following areas; Painting and Drawing, Printmaking (including Digital Photography and ICT) or Sculpture.

Cross Curricular Links:

Links with other subject areas will be determined by the nature of the question chosen by the student.

Expectations:

At the end of this unit most pupils will:

Have a good knowledge and understanding of the controlled test procedure. They will have recorded observations experiences and ideas in forms that are appropriate to intentions. They will have analysed and evaluated images, objects and artefacts, showing understanding of context and they will have thoroughly developed and explored ideas with appropriate use of media, processes and resources. They will have demonstrated that they can review, modify and refine their work as it progresses. Their work (including the final piece/s) will show strong links with the work of others.

Some pupils will not have made so much progress and will:

Have some knowledge and understanding of the controlled test procedure. They will have recorded observations experiences and ideas in forms that are generally appropriate to intentions. They will have analysed and evaluated images, objects and artefacts, showing understanding of context and they will have developed and explored an idea. They will have demonstrated that they can refine their work as it progresses. Their work (including the final piece/s) will demonstrate links with the work of others.

Some pupils will have progressed further and will:

Have a strong knowledge and understanding of the controlled test procedure. They will have thoroughly recorded observations experiences and ideas in forms that are appropriate to intentions. They will have analysed and evaluated images, objects and artefacts, showing understanding of context and they will have thoroughly developed and explored ideas with appropriate use of media, processes and resources. They will have demonstrated that they can review, modify and refine their work as it progresses. Their work (including final piece/s) will show strong links with the work of others.

Language for learning:

Through the activities in this unit students will be able to understand, use and spell correctly vocabulary relating to: Language will be determined by the nature of the question chosen by the student.

Prior Learning:

It is helpful if the pupils have:

Completed 3 previous unit of work throughout year 10.
 Have an understanding of the Assessment objectives and of how to structure a GCSE unit of work.
 Have developed relevant skills and abilities throughout KS3 and 4.

Assessment Objectives

Teaching Activities

Learning Outcomes

AO1)
 Record observations, ideas, information and insights in visual and other forms,

Write ideas in the form of a brain storm. Writing ideas in note form, annotating sketches and photographs, etc.
 Making observational drawings from a range of primary and secondary source material.
 Collecting relevant photographs and

Develop practical skills in a range of media; including drawing and digital photography.
 Develop an ability to select appropriate subjects and record observations, ideas and insights from a range of primary and secondary sources.



appropriate to intentions.

magazine clippings

AO2)
Analyse and evaluate critically sources such as images, objects, artefacts and texts showing understanding of purposes, meanings and contexts.

Research and analyse the work of artists, art movements, designers and/or craftspeople.
Develop critical studies from images objects and artefacts. - Show understanding of meaning by analysing and evaluation - consider how this will affect your work.
Annotation of observational drawings to describe the objects and how they will relate to your ideas.

Develop a greater knowledge and understanding of a range of different artists, designers and craftspeople.
To develop a greater ability to analyse and evaluate critically images, objects and artefacts and be able to show that they understand there purpose, meaning and context.

AO3)
Develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.

Power point Presentation to help students establish a starting point to the project.
Show a range of possible ideas for a final piece - compositions.
Try out different media in response to your studies of the work of others.
Document in the form of photographs and notes the development of your work and an processes you use.
Experiment with different colour schemes.

Develop a greater ability and understanding of how to develop, modify and refine an idea based on initial observations, research and analysis.
Be able to make informed decisions with regards to composition, colour, context, etc.
To develop an understanding and ability to be more creative.

AO4)
Present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others.

Produce a final piece that relates to your research and development.
Write about how it reflects the artists, etc. you have considered.
Evaluate your work. Talk about the success and difficulties in your use of materials and processes, composition, colour, content, etc.

To develop practical skills in a range of different media.
To develop an ability to make connections with the work of others.
To understand the time constraints imposed by the controlled test.

Any other information.

Although this unit is designed to simulate the conditions students will face during the controlled test, students will be permitted to continue to develop any unfinished work after the exam has concluded. This work will be submitted as the final unit of coursework and assessed as such.



Unit	3 Dimensional studies	Module	2	Year	10	Length of unit	12 Weeks
Title	Illustration	Last Updated	January 2009				

About the unit:

The students will produce a series of compositions illustrating an event in their lives to be used to decorate tiles. After looking at the way artists illustrate stories and/or events, the students will choose a story/event from their own lives to illustrate. They will use photography and a number of drawing techniques to explore their ideas and come up with a series of at least 6 final compositions. These will be transferred to lino prints and then printed onto clay tiles and the tiles will be coloured.

Materials & Equipment

sketch books, pencils, biros, water-colour, brushes, ink, clay, clay tools, carrier bags, tile cutter, boards, lino, lino cutters, rollers, a variety of drawing implements - twigs, leaves, brushes, etc.

Visual Resources.

Slide show on illustrators, children's books, previous work on this topic.

What the unit covers, covered areas:

Observational drawing, photography, lino prints, composition, drawing in clay, use of oxides and transparent glaze.

Cross Curricular Links:

English - development of a story.
I T - use of Photoshop.
Science.... use and understanding of oxides.
History knowledge of the context of cave paintings.

Expectations:

At the end of this unit most pupils will:

Draw in the style of at least 3 illustrators. Transfer that knowledge to illustrate an event in their lives, Make a lino print and a series of clay tiles based on that illustration. To experiment with colour on fired clay - use of oxides, glazes, paint, wax, shoe polish etc.

Some pupils will not have made so much progress and will:

Take one event from a children's story i.e. 'Little Red Riding Hood', split into at least 3 compositions and lino tiles created then pressed into clay.

Some pupils will have progressed further and will:

Using their clay tiles as backdrops to re create their figures in plasticine then using a web cam to create a short animation of their story.

Language for learning:

Through the activities in this unit students will be able to understand, use and spell correctly vocabulary relating to:

Prior Learning:

It is helpful if the pupils have:

Learnt how to handle clay well.
Used oxides, slip and a variety of techniques to decorate fired clay.

Assessment Objectives

Teaching Activities

Learning Outcomes

AO1)
Record observations, ideas, information and insights in visual and other forms,

To record through drawings and photography the event in their lives they are going to illustrate.
To use different media to create marks i.e., charcoal, pastel, water-colour, biro and to use different tools to create different effects.

To use line as a language for thinking and describing ideas.
To use as many different 'tools' for drawing to create different textures, mood and emphasis.



appropriate to intentions.

AO2)
Analyse and evaluate critically sources such as images, objects, artefacts and texts showing understanding of purposes, meanings and contexts.

To look at a range of artists using illustration in their work, draw from their work, noting the effects their style produces. Note their use of line, colour and intention.

By learning the style of other artists they can assess and analyse that which works and use this knowledge to broaden their own skills. To use a combination of the styles studied to their own advantage.

AO3)
Develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.

To assess the effectiveness of their first and future compositions . To consider what is important in their story and endeavour to create the right mood. To continue to photograph, draw and use primary sources to improve their work as it develops To decorate and add colour to their tiles where appropriate.

To continually seek to come up with the most effective and artistically articulate piece of work that they can. To continue to seek out primary and secondary sources to help them to make the right decisions To translate these ideas into lino then clay, and note how the different approaches dictate the outcome. To experiment with colouring fired clay.

AO4)
Present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others.

To make a final series of at least 6 clay tiles to illustrate a 'story'. To have used a variety of techniques to create the right effect in clay and have a series of lino prints to further illustrate.

To make lino prints. To use this printing method to create a series of clay tiles . To use further techniques of impressing and low relief to good effect. To use colour effectively on their tiles.

Any other information.

Artists to look at. Cave painting, Egyptian , A.A Milne, Arthur Rackham, Quenton Blake, Thelwell, Richard Billingham, Hogarth, Paula Rego, Nan Goldin, Lucien Freuds etchings,,



Unit	WJEC Cultural	Module	2	Year	10	Length of unit	34 Weeks
Title	Identity	Last Updated	August 2019				

About the unit:

This unit will provide students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. Students will develop their ability to actively engage in the processes of Art and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures. The students will produce a face principally in clay. They will study the role of masks and the representation of faces in different societies. They will be introduced to a wide range of artists for human human or animal faces have been a source of inspiration. They will study African masks, paying attention to pattern, shape, form and material used. Amongst their research they will complete detailed visual studies, both in 3D and 2D formats, of some of the work studied. They will use a variety of techniques in the development of their ideas, including photography, pen and water colour, dry points, incising, modelling and applied clay techniques. As well as learning different ways of colouring clay, such as stencilling, oxidizing, coloured slip, waxing, use of inks, water colours and boot polish. They can include any other materials they feel would be appropriate to their intentions.

Materials & Equipment

Dry point materials, sketch books, pencils, pens, water colours.
Clay, clay tools, coloured slip, oxides, boot polish, wax, inks.

Visual Resources.

A wide selection of ppt relevant to this module are to be found on the school's Wiki site.
Pinterest boards have been created to further support and provide inspiration.
Departmental art books and magazines

What the unit covers, covered areas:

Use of photography, dry points, observational drawings, mark making, drawing as a language to create and develop ideas. Clay modelling and manipulation, incising and applied clay, oxidizing, use of coloured slip.
The role of primary and secondary research will be covered.
The concept of developing ideas independently and following own lines of enquiry.

Cross Curricular Links:

History - Students will be expected to show understanding of artists work from an historical view point, taking into account the impact of major world events, development of technology and industry, the rise of minority groups etc.
Geography - Human geography looking at political, social, economic and cultural effects. Physical geography coastal, climate, environment etc
ICT... use of Photoshop & Imovie,
Literacy - Students will be expected to demonstrate their understanding of the content taught, through advanced oral and written communication, using a variety of formal and informal styles with a developing technical vocabulary.
Maths- symmetry, geometry and measurement

Expectations:

At the end of this unit most pupils will:

Drawn in the style of a number of artists. Made a study of an African mask in clay. Completed an observational pen and wash study of a face, produced at least 1 small dry point study, researched and developed 3 ideas for a mask revealing/hiding their identity. Made test tiles in clay of techniques to make the mask. Considered and chosen other materials appropriate to their intentions to be included in their design. Used oxide, coloured slip, inks and polish to decorate the mask. Used photography to record research, and manipulate it in Photoshop.,

Some pupils will not have made so much progress and will:

Developed only 2 ideas, used photography to record their research, used only inks and polish to decorate their work.

Some pupils will have progressed further and will:

have developed their ideas in a number of ways to produce numerous outcomes in a variety of mediums.

Language for learning:

Through the activities in this unit students will be able to **understand, use and spell correctly vocabulary relating to:**
the use of clay ie. slip, sprigging, impressing, use of formers, slab and coil building, wet and dry sanding, low relief.
Language relevant to research ie. critical studies, contextual work, primary and secondary research, annotations.
Photo shop terms ie. layers, filters, contrast.
Basic artistic terms ie. collage, mixed media, chiascuro, expressive verses controlled, carved, modelled, figurative.

Prior Learning:

It is helpful if the pupils have:
Developed a range of ceramic skills/techniques covered at KS3.
Have had some experience of researching and analysing the work of other artists, designers and craftspeople, cultures and art movements.

Assessment Objectives

Teaching Activities

Learning Outcomes

AO1)
Record observations, ideas, information and insights in visual and other forms,

To record through drawings, photography, and dry point their ideas to illustrate or hide their identity.
To use different media to create marks i.e., charcoal, pastel, water-colour, biro and to use different tools to create different effects.

To use line as a language for thinking and describing ideas.
To use as many different 'tools' for drawing to create different textures, mood and emphasis.



appropriate to intentions.

AO2)
Analyse and evaluate critically sources such as images, objects, artefacts and texts showing understanding of purposes, meanings and contexts.

To look at a range of artists who have made masks, heads and self portraits, then drawn from their work and made 3D models where appropriate. Noting the effects their style produces. Note their use of line, colour and intention.

By learning the style of other artists they can assess and analyse that which works and use this knowledge to broaden their own skills.
To use a combination of the styles studied to their own advantage.

AO3)
Develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.

To assess the effectiveness of their first and future compositions . To consider what is important and endeavour to create the right mood. To continue to photograph, draw and use primary sources to improve their work as it develops
To decorate and add colour to their work where appropriate.

To continually seek to come up with the most effective and artistically articulate piece of work that they can. To continue to seek out primary and secondary sources to help them to make the right decisions
To translate these ideas into drawings then clay, and note how the different approaches dictate the outcome.
To experiment with colouring fired clay.

AO4)
Present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others.

To produce a mask/face in clay, incorporating other materials that tells us something about it's creator. Either revealing identity or hiding it. The work should show the influences of other artists.

To exploit the qualities of a variety of 2D and 3D material to realise their intentions.

Any other information.

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Unit

Module

Year

Length of unit

Weeks

Title

Last Updated

About the unit:

Materials & Equipment

Visual Resources.

What the unit covers, covered areas:

Cross Curricular Links:

Expectations:

At the end of this unit most pupils will:

Some pupils will not have made so much progress and will:

Some pupils will have progressed further and will:

Language for learning:

Through the activities in this unit students will be able to understand, use and spell correctly vocabulary relating to:

Prior Learning:

It is helpful if the pupils have:

Assessment Objectives

Teaching Activities

Learning Outcomes

AO1)
Record observations, ideas, information and insights in visual and other forms,

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appropriate to intentions.

AO2)
Analyse and evaluate critically sources such as images, objects, artefacts and texts showing understanding of purposes, meanings and contexts.

AO3)
Develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.

AO4)
Present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others.

Any other information.



Unit	Words & Images	Module	2	Year	10	Length of unit	19 Weeks
Title	Words & Images	Last Updated	January 2019				

About the unit:

This unit will provide students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. Students will develop their ability to actively engage in the processes of Art and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures. Many Artists and Designers combine words and images to create their work. Students will work largely independently and in a wide range of different media and on different scales. This unit encourages students to research and investigate the work of such artists as Tom Phillips and Stefan Sagmeister and to develop a personal response that reflects this research. Students may work in any suitable media but is expected that they will develop a series of drawing, digital photographs, collage and ICT based work.

Materials & Equipment

Cartridge paper, Digital Cameras, Computers, Scanners, Photoshop, Printer, Inks, Glue, Scissors, Craft Knives, Paints, (Access to all available materials in department) Students may have to purchase any materials not available.

Visual Resources.

A wide selection of ppt relevant to this module are to be found on the school's Wiki site. Pinterest boards have been created to further support and provide inspiration. Departmental art books and magazines

What the unit covers, covered areas:

The role of primary and secondary research will be covered. The concept of developing ideas independently and following own lines of enquiry. Use of photography, dry points, observational drawings, mark making, drawing as a language to create and develop ideas. Use of text within art.

Cross Curricular Links:

History - Students will be expected to show understanding of artists work from an historical view point, taking into account the impact of major world events, development of technology and industry, the rise of minority groups etc. Geography - Human geography looking at political, social, economic and cultural effects. Physical geography coastal, climate, environment etc ICT... use of Photoshop & Imovie, Literacy - Students will be expected to demonstrate their understanding of the content taught, through advanced oral and written communication, using a variety of formal and informal styles with a developing technical vocabulary. Maths- symmetry, geometry and measurement

Expectations:

At the end of this unit most pupils will:

Researched and investigated the work of several artists and/or designers, Recorded observations in a range of different media and on a variety of scales. They will have carried out sustained investigations, developing a series of ideas. They will then produce an informed personal response in a form appropriate to intentions.

Some pupils will not have made so much progress and will:

Researched and investigated the work of at least one artist and/or designer, Recorded observations in a limited range of different media and on more than one scale. They will have carried out some investigation, developing an idea. They will then produce a personal response in a form that is generally appropriate to intentions.

Some pupils will have progressed further and will:

Researched and investigated the work of a wide range of artists and/or designers, Recorded observations in a wide range of different media and on a variety of scales. They will have carried out sustained investigations, developing a series of ideas. They will then produce a series of personal responses in a form appropriate to intentions.

Language for learning:

Through the activities in this unit students will be able to understand, use and spell correctly vocabulary relating to:

Language relevant to research ie. critical studies, contextual work, primary and secondary research, annotations.
Photo shop terms ie. layers, filters, contrast.
Basic artistic terms ie. collage, mixed media, chiascuro, expressive verses controlled, figurative, abstract, expressionistic.
Various art movements ie. cubist, pop art, graphic, post modernism, abstract expressionism.
Print making terms ie. frottage, collograph, dry point, lino, relief.

Prior Learning:

It is helpful if the pupils have:

Completed the KS3 Programme of study and are familiar with the GCSE Assessment Objectives.

Assessment Objectives

AO1)
Record observations, ideas, information and insights in visual and other forms,

Teaching Activities

Observational drawings/ digital photographs from a range of suitable primary and secondary sources, (This will depend on the individuals chosen area of study.)
Use of sketchbook to make notes.

Learning Outcomes

Development of Practical skills.
Development of ability to look at a range of primary and secondary sources.



appropriate to intentions.

AO2)
Analyse and evaluate critically sources such as images, objects, artefacts and texts showing understanding of purposes, meanings and contexts.

Look at the work of several artist including Tom Phillips.
Research and investigation will form the major basis for this unit of work. Students may wish to look at one or more of the following: Fine Art, book illustration, Graphic Design, Typography, Posters, etc.

Increased awareness of the work of other artists, designers and/or craftspeople/
Development of ability to work independently to research and analyse images objects and artefacts.

AO3)
Develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.

Each student will choose a novel or other suitable book to develop at home, into a work of art - they will work on one page at a time. (See examples).
Students will work independently to develop ideas in a range of media, depending on their chosen area of study.
Use of Photoshop to develop compositions.
Possible use of the Computer bus to assist with this.

Ability to work independently and creatively to develop ideas for a final piece of work.
Developing ability to use ICT related equipment/software to develop a final idea.

AO4)
Present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others.

Students will Develop a final piece of work based on their research, investigation and development of ideas. They may work in any suitable/appropriate material.

Ability to work independently and creatively to develop ideas for a final piece of work.
Developing ability to use ICT related equipment/software to develop a final idea.

Any other information.

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Unit

Module

Year

Length of unit

Weeks

Title

Last Updated

About the unit:

Materials & Equipment

Visual Resources.

What the unit covers, covered areas:

Cross Curricular Links:

Expectations:

At the end of this unit most pupils will:

Some pupils will not have made so much progress and will:

Some pupils will have progressed further and will:

Language for learning:

Through the activities in this unit students will be able to understand, use and spell correctly vocabulary relating to:

Prior Learning:

It is helpful if the pupils have:

Assessment Objectives

Teaching Activities

Learning Outcomes

AO1)
Record observations, ideas, information and insights in visual and other forms,

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appropriate to intentions.

AO2)
Analyse and evaluate critically sources such as images, objects, artefacts and texts showing understanding of purposes, meanings and contexts.

AO3)
Develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.

AO4)
Present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others.

Any other information.



Unit **Coursework**

Module **1** Year **10** Length of unit **34 Weeks**

Title **Developing a response**

Last Updated **August 2019**

About the unit:

This unit will provide students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. Students will develop their ability to actively engage in the processes of Art and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures. Students will develop a visual language based upon drawing and collage. They will then begin to develop a personal response informed by the work of appropriate artists. They will be introduced to a range of skills through workshops, ceramic slab technique, reduction lino cuts, paper mache and others on a need to basis.

Materials & Equipment

Cartridge paper, Digital Cameras, Computers, Scanners, Photoshop, Printer, Inks, Glue, Scissors, Craft Knives, Paints, (Access to all available materials in department)

Visual Resources.

Primary source material where appropriate. Pinterest boards have been created to further support and provide inspiration. Departmental art books and magazines

What the unit covers, covered areas:

The role of primary and secondary research will be covered. The concept of developing ideas independently and following own lines of enquiry. Use of photography, dry points, observational drawings, mark making, drawing as a language to create and develop ideas.

Cross Curricular Links:

History - Students will be expected to show understanding of artists work from an historical view point, taking into account the impact of major world events, development of technology and industry, the rise of minority groups etc.
 Geography - Human geography looking at political, social, economic and cultural effects. Physical geography coastal, climate, environment etc
 ICT... use of Photoshop & Imovie,
 Literacy - Students will be expected to demonstrate their understanding of the content taught, through advanced oral and written communication, using a variety of formal and informal styles with a developing technical vocabulary.
 Maths- symmetry, geometry and measurement

Expectations:

At the end of this unit most pupils will:

Researched and investigated the work of several artists and/or designers, Recorded observations in a range of different media and on a variety of scales. They will have carried out sustained investigations, developing a series of ideas. They will then produce an informed personal response in a form appropriate to intentions.

Some pupils will not have made so much progress and will:

Researched and investigated the work of at least one artist and/or designer, Recorded observations in a limited range of different media and on more than one scale. They will have carried out some investigation, developing an idea. They will then produce a personal response in a form that is generally appropriate to intentions.

Some pupils will have progressed further and will:

Researched and investigated the work of a wide range of artists and/or designers, Recorded observations in a wide range of different media and on a variety of scales. They will have carried out sustained investigations, developing a series of ideas. They will then produce a series of personal responses in a form appropriate to intentions.

Language for learning:

Through the activities in this unit students will be able to **understand, use and spell correctly vocabulary relating to:**
 Language relevant to research ie. critical studies, contextual work, primary and secondary research, annotations.
 Photo shop terms ie. layers, filters, contrast.
 Basic artistic terms ie. collage, mixed media, chiascuro, expressive verses controlled, figurative, abstract, expressionistic.
 Various art movements ie. cubist, pop art, graphic, post modernism, abstract expressionism.
 Print making terms ie. frottage, collograph, dry point, lino, relief.

Prior Learning:

It is helpful if the pupils have:
 Completed the KS3 Programme of study and are familiar with the IGCSE Assessment Objectives.

Assessment Objectives

AO1)
 Record observations, ideas, information and insights in visual and other forms,

Teaching Activities

Observational drawings/ digital photographs from a range of suitable primary and secondary sources, (This will depend on the individuals chosen area of study.)
 Use of sketchbook to make notes.
 Use of primary sources.
 Artist research

Learning Outcomes

Development of Practical skills.
 Development of ability to look at a range of primary and secondary sources.
 Observational drawing, experimental and explorative mark making
 Decision making influenced by artist research



appropriate to intentions.

AO2)
Analyse and evaluate critically sources such as images, objects, artefacts and texts showing understanding of purposes, meanings and contexts.

AO3)
Develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.

AO4)
Present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others.

<p>Discussions on development of other ideas. Research and investigation homework's on relevant artists. Critical studies of relevant artists work. In particular look at Mind maps from Dominic McGill and the work of Bill Woodrow. The work of Andy Goldsworthy.</p>	<p>Increased awareness of the work of other artists, designers and/or craftspeople/ Development of ability to work independently to research and analyse images objects and artefacts.</p>
<p>Group discussion on how to meet Assessment Objective 3. Development of individual responses chosen starting point. Support students to work independantly and set own work. Use work to develop further drawings, photography, dry-point prints, etc. Use all developed material to inform a final personal response.</p>	<p>Ability to work independently and creatively to develop ideas for a final piece of work. Developing ability to use ICT related equipment/software to develop a final idea.</p>
<p>Students will Develop a final piece of work based on their research, investigation and development of ideas. They may work in any suitable/appropriate material.</p>	<p>Ability to work independently and creatively to develop ideas for a final piece of work. Developing ability to use ICT related equipment/software to develop a final idea.</p>

Any other information.

This project will be assessed at the end of the unit against the five assessment objectives and using the departmental assessment/ target setting sheet. Specific targets should be set to ensure that students understand what they must do in order to achive their target grade.



Unit	Controlled Test IGCSE	Module	2	Year	11	Length of unit	10 Weeks
Title	Developing a Response	Last Updated	August 2018				

About the unit:

This unit will provide students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. Students will develop their ability to actively engage in the processes of Art and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures. Students will develop a visual language based upon drawing and collage. They will then begin to develop a personal response informed by the work of appropriate artists. They will be introduced to a range of skills through workshops, ceramic slab technique, reduction lino cuts, paper mache and others on a need to basis.

Materials & Equipment

Cartridge paper, Digital Cameras, Computers, Scanners, Photoshop, Printer, Inks, Glue, Scissors, Craft Knives, Paints, (Access to all available materials in department)

Visual Resources.

Primary source material where appropriate. Pinterest boards have been created to further support and provide inspiration. Departmental art books and magazines

What the unit covers, covered areas:

The role of primary and secondary research will be covered. The concept of developing ideas independently and following own lines of enquiry. Use of photography, dry points, observational drawings, mark making, drawing as a language to create and develop ideas.

Cross Curricular Links:

History - Students will be expected to show understanding of artists work from an historical view point, taking into account the impact of major world events, development of technology and industry, the rise of minority groups etc.
 Geography - Human geography looking at political, social, economic and cultural effects. Physical geography coastal, climate, environment etc
 ICT... use of Photoshop & Imovie,
 Literacy - Students will be expected to demonstrate their understanding of the content taught, through advanced oral and written communication, using a variety of formal and informal styles with a developing technical vocabulary.
 Maths- symmetry, geometry and measurement

Expectations:

At the end of this unit most pupils will:

Researched and investigated the work of several artists and/or designers, Recorded observations in a range of different media and on a variety of scales. They will have carried out sustained investigations, developing a series of ideas. They will then produce an informed personal response in a form appropriate to intentions.

Some pupils will not have made so much progress and will:

Researched and investigated the work of at least one artist and/or designer, Recorded observations in a limited range of different media and on more than one scale. They will have carried out some investigation, developing an idea. They will then produce a personal response in a form that is generally appropriate to intentions.

Some pupils will have progressed further and will:

Researched and investigated the work of a wide range of artists and/or designers, Recorded observations in a wide range of different media and on a variety of scales. They will have carried out sustained investigations, developing a series of ideas. They will then produce a series of personal responses in a form appropriate to intentions.

Language for learning:

Through the activities in this unit students will be able to **understand, use and spell correctly vocabulary relating to:**

Language relevant to research ie. critical studies, contextual work, primary and secondary research, annotations.
 Photo shop terms ie. layers, filters, contrast.
 Basic artistic terms ie. collage, mixed media, chiascuro, expressive verses controlled, figurative, abstract, expressionistic.
 Various art movements ie. cubist, pop art, graphic, post modernism, abstract expressionism.
 Print making terms ie. frottage, collograph, dry point, lino, relief.

Prior Learning:

It is helpful if the pupils have:

Completed the KS3 Programme of study and are familiar with the IGCSE Assessment Objectives.

Assessment Objectives

AO1)
 Record observations, ideas, information and insights in visual and other forms,

Teaching Activities

Observational drawings/ digital photographs from a range of suitable primary and secondary sources, (This will depend on the individuals chosen area of study.)
 Use of sketchbook to make notes.
 Use of primary sources.
 Artist research

Learning Outcomes

Development of Practical skills.
 Development of ability to look at a range of primary and secondary sources.
 Observational drawing, experimental and explorative mark making
 Decision making influenced by artist research



appropriate to intentions.

AO2)
Analyse and evaluate critically sources such as images, objects, artefacts and texts showing understanding of purposes, meanings and contexts.

AO3)
Develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.

AO4)
Present a personal, coherent and informed response, realising intentions, articulating and explaining connections with the work of others.

<p>Discussions on development of other ideas. Research and investigation homework's on relevant artists. Critical studies of relevant artists work. In particular look at Mind maps from Dominic McGill and the work of Bill Woodrow. The work of Andy Goldsworthy.</p>	<p>Increased awareness of the work of other artists, designers and/or craftspeople/ Development of ability to work independently to research and analyse images objects and artefacts.</p>
<p>Group discussion on how to meet Assessment Objective 3. Development of individual responses chosen starting point. Support students to work independantly and set own work. Use work to develop further drawings, photography, dry-point prints, etc. Use all developed material to inform a final personal response.</p>	<p>Ability to work independently and creatively to develop ideas for a final piece of work. Developing ability to use ICT related equipment/software to develop a final idea.</p>
<p>Students will Develop a final piece of work based on their research, investigation and development of ideas. They may work in any suitable/appropriate material.</p>	<p>Ability to work independently and creatively to develop ideas for a final piece of work. Developing ability to use ICT related equipment/software to develop a final idea.</p>

Any other information.

This project will be assessed at the end of the unit against the five assessment objectives and using the departmental assessment/ target setting sheet. Specific targets should be set to ensure that students understand what they must do in order to achive their target grade.