



Content

Introduction unit 'IDENTITY'

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.

PORTFOLIO : Words & Images

This unit consists of a major practical project/theme-based portfolio and outcome/s with integrated critical and contextual analysis. It is designed to give students more freedom over their own independent learning goal setting and inspirations. Words & Images is a very broad area to study with many different concepts that can be considered. This unit is very student led and is designed to equip students for a more independent approach to their work and produce an individual personal piece of work.

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.

EXTERNALLY SET ASSIGNMENT' (EXAM)

This unit represents the culmination of students' GCSE study and provides both focus and challenge. Students are required to develop a personal response to one of a varied range of stimuli within specified time constraints. Students must therefore bring together the best of their understanding, knowledge and skills built up over their course of study and demonstrate their highest achievement through this externally set assignment. The Externally Set Assignment materials consist of a series of assignments based on themes, visual stimuli and written briefs set by WJEC. Students are required to select one of the set assignments and develop their response over a preparatory period. Responses must take the form of critical, practical and contextual preparatory work and/or supporting studies, which will inform the resolution of these ideas in a sustained focus study. Following the preparatory study period, students will be allocated a period of 10 hours sustained focus study to realise their response unaided and under supervised conditions.

Prior learning

Prior learning required

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

Global/IOM/Subject 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



Care Values	When and where?
Courage	Pupils will show confidence to persevere in the face of numerous difficulties and setbacks.
Aspiration	Pupils will show confidence to persevere in the face of any difficulties and setbacks to achieve the best they can.
Respect	Develop teamwork skills where each pupil is respected and allowed to flourish. Students will show respect for their environment and leave it ready for the next class.
Endeavor	Retrieve prior learning and develop a sound knowledge base of the skills and subject which they can apply practically in lesson.