

Long Term Plan KS4: GCSE Art

Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	<p><u>Natural Forms:</u></p> <p>In this unit pupils will Develop ideas through investigations into Natural Form artists, Georgia O’Keeffe and Andy Goldsworthy. They will experiment with appropriate media, materials, techniques and processes, relevant to their study, as they create their own natural forms print. Pupils will explore a variety of materials, media and techniques to create samples of their experiments. This will include, photographs, drawings, paintings, prints, collage, printmaking.</p>		<p><u>Fantastic and strange:</u></p> <p>In this unit pupils will Develop ideas through investigations into Flora and Fauna/ Fantastic and strange artistic style. Merging every day objects with animals or insects. They will experiment with appropriate media, materials, techniques and processes, relevant to their study, as they create their own ‘fantastic and strange’ final piece.</p>		<p><u>Past Paper question:</u></p> <p>Pupils will receive a past exam paper with 13 ‘questions’ which are themes. Pupil can chose which theme out of the 13 they find interesting to being their Summer project. With support from the teacher, they will record ideas, explore materials and investigate artists as they develop their own ideas for a unique piece of creative work.</p>	
Skills, Knowledge and Learning	<ul style="list-style-type: none"> • Demonstrate safe working practices in art, craft and design through participating in class room demonstrations • Practice taking risks and learning from experience when exploring and experimenting with ideas, processes, media, materials and techniques • How sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts • how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual. • Develop critical understanding through investigations. 		<ul style="list-style-type: none"> • Develop techniques and skills using a wide range of mediums such as water colours, sculpture and 3D effects. • Become more confident in art techniques such as assemblage, construction and carving learning from experience when exploring and experimenting with ideas, processes, media, materials and techniques • Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills studying Surrealism. • Develop and refine personal ideas and proposals with increasing independence 		<ul style="list-style-type: none"> •Develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds through annotation workshops and reflection sessions using key words and artistic terminology. •Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques •Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills 	

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	<ul style="list-style-type: none"> • Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence. • Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intention. • Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and culture 		
NC/Qualification Objectives	<p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>
Enrichment/ Experiences	<p>Visit to the living rainforest and/ or Thames Valley Park Nature Reserve and to get images and see wildlife and nature for details to use as studies in future projects for AO1, 2 and 3</p>	<p>Safari longleat park, to gain primary images of animals or artefacts so pupils can use these for their project and to observe the scale and textures in real life rather than from a google search image</p>	<p>Visits to local galleries such as University of Reading Art Gallery to experience wider range of art in real life to gain photos for Primary photos AO1 and to learn new techniques and gain inspiration. Pupils can later research arts they have seen as part of AO2 and AO3.</p>

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Curriculum End Point / Goal	<p>Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as an investigative, analytical, experimental, practical, technical and expressive thinkers developing creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products, learning from experience when exploring and experimenting with ideas, processes, media, materials and techniques.</p> <p>Pupils will demonstrate some ability to develop ideas through purposeful investigations through mind mapping and researching, demonstrating critical understanding of sources.</p> <p>Pupils will have demonstrated some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> <p>Pupils will begin to demonstrate refinement within their ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Pupils will have some ability to present a personal and meaningful response and realise intentions through their use of the 4 objectives. Pupils will have some ability to demonstrate understanding of visual language.</p> <p>Pupils will gain a moderate ability to effectively develop ideas through purposeful investigations relating to their chosen theme. Pupil will demonstrate a moderate ability to critically understanding primary and secondary sources. Pupils will gain moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes to their theme, partaking in class demonstrations and practical sessions. Pupils will explore creative and skilful methods in how to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. Pupils will have a moderate ability to competently present a personal and meaningful response and realise intentions relating to their individual projects.</p>
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Unit	<p>ENHANCE PORTFOLIO.</p> <p>Pupils can revisit any evidence in their portfolio to adapt and improve their ideas from year 10 focusing on AO1, AO2, AO3 and AO4. They may research additional contextual inspirations or develop their portfolio using different techniques and media. They should take time to ensure all written evidence for AO3 is recorded.</p>		<p>EXAM PREPARATION/EXAM</p> <p>Pupils receive papers on or after January 2nd. They have a period to explore one theme; which they select from the paper. Pupils will receive their externally set task early in this term and will be expected to select one starting point from the paper. With support from the teacher, they will record ideas, explore materials and investigate artists as they develop their own ideas for a unique piece of creative work.</p> <p>Their final piece will then be completed during a ten-hour period, under exam conditions. (AQA exam board have confirmed May 2022 to be portfolio based therefore no exam. However, pupils can choose one exam question to use for component 2).</p>			
Skills, Knowledge and Learning	<p>Pupils will show consistent ability to effectively develop ideas through purposeful investigations and critical understanding of sources.</p> <p>Pupil will be consistent when thoughtfully refining ideas and effectively selecting and purposefully experiment with appropriate media, materials, techniques and processes.</p> <p>Pupils will consistently and skilfully record ideas, Observations (primary or secondary sources) and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> <p>Pupils will have a consistent ability to competently present a personal and meaningful response and realise intentions.</p>		<p>A highly developed ability to effectively develop ideas through creative and purposeful investigations convincingly demonstrating independence and critical understanding of sources.</p> <p>A highly developed ability to thoughtfully refine ideas through development pages, experiments and annotations</p> <p>A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p> <p>A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> <p>A highly developed ability to demonstrate understanding of visual language through research and experience from other artists they have explored to create a personal and meaningful response and realise intentions with confidence and conviction.</p>			
NC/Qualification Objectives	<p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>					

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Enrichment/ Experiences	Visit to local gallery, exhibitions, skills workshops and exploring cultures and societies relating to their chosen theme so that pupils can experience and gain primary research to make purposeful and personal responses.	Workshops, appropriate visits depending on question chosen so pupils can gain high quality work do achieve highly developed skills with accuracy to their chosen theme.
Curriculum End Point / Goal	<p>Pupils will show consistent ability to effectively develop ideas through purposeful investigations and critical understanding of sources.</p> <p>Pupil will be consistent when thoughtfully refining ideas and effectively selecting and purposefully experiment with appropriate media, materials, techniques and processes.</p> <p>Pupils will consistently and skilfully record ideas,</p> <p>Observations (primary or secondary sources) and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> <p>Pupils will have a consistent ability to competently present a personal and meaningful response and realise intentions.</p> <p>Component 1 (portfolio) pupils develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.</p> <p>Component 2 (externally set assignment) pupils respond to a starting point provided by AQA. This response provides evidence of the pupil's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.</p>	