



Art, Craft and Design 2022-23: Curriculum breakdown

Assessment Objectives	GCSE ASSESSMENT – Component One: Portfolio 60% of final GCSE				GCSE ASSESSMENT – Component Two: Externally Set Assignment 40% of final GCSE			
	AO1 Develop and Investigate	AO2 Refine and Experiment	AO3 Record observations and insights	AO4 Present final piece and written work	AO1 Develop and Investigate	AO2 Refine and Experiment	AO3 Record observations and insights	AO4 Present final piece and written work

3 lessons per cycle	Module 1	Module 2	Assessment Point	Module 3	Module 4	Module 5	Assessment Point	
Year 11	AO1,2,3,4 Personal Project Celebrates students journey and produces secure final project for Component 1 Grade so that other coursework is supplementary. Lessons model required content and AO links with 1:1 support to discuss student approach.		Final Piece from classroom planning over 2 days	AO1,2,3,4 Externally Set Assignment- Component Two Externally set Component 2. Paper shared January 1 st Students pick a starting point and plan a project from the starting point set by exam board. Lessons model required content and AO links with 1:1 support to discuss student approach.			Externally set exam over two days work completed by end of exam. Marked + moderated by 31st May.	
Contextual Studies	Student choice			Paper led artist and student choice				

3 lessons per cycle	Module 1	Module 2	Assessment Point	Module 3	Module 4	Module 5	Module 6	Assessment Point
Year 10	Surrealism AO1,2,3,4 Develops students ability to react, research and respond to the work of artists by developing work in response to Surrealism. Contextual studies work to understand Surrealism as an Art Movement including contextual links that inspired the artists. Students then to develop work through a surrealist eye learning to combine surrealist		1 Day Exam surrealist outcome.	AO 1/2/3/4 Identity Drawing and painting focused unit embed understanding of proportions and features. Focus on secondary sources using gridding to develop students ability to scale up work and get realistic and skilful outcomes. Second half of project will then show students how to respond to a range of artists to produce their own identity-based outcome on canvas. Gallery Trip			AO1,2,3,4 Personal Project Starting AO1 Studies.	2 Day Exam surrealist outcome.



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	ideas, landscapes outcomes and then student develop a personal outcome inspired by surrealism to complete in their end of year examination.				
Contextual Studies	Surrealism. Francis Bacon. Dali, Man Ray, Miro, Magritte, Frida Kahlo		Da Vinci, Van Gogh, Fred Hatt, Thomas Saliot Contextual artist to support ideas: Kehinde Wiley , Juan Gallego, Brno Del Zou, Frank Aubach, Cristina Troufa, David Theron, Frida Kahlo, Dominic Beyeler, Chamo San, Gabriel Monroe + typography based examples, Marcus Cadman, Victoria Villasana, Wadsworth Jarell	Contextual research linked to studies so student driven. Completed as homework pieces including written analysis.	
Skills + Knowledge	Collaging, artist research.		Acrylic paint, gouache		
Transferred learning	Annotating work, Responding and researching artists.		Gridding, Proportion, Wet and dry techniques, Colour Theory, Paint mixing	Acrylic paint, Coloured pencils, Artist analysis, Annotation	

1 lessons per cycle = 20 lessons	AO 1/2/3/4 Architecture (10)	AO 1/2/3/4 Natural Forms (10)
Year 9	Student explore architecture by exploring close up. There is a focus on monochromatic techniques in order to develop depth and tonal understanding. Work progresses into relief outcome using cardboard and collaging techniques. <u>GUILDFORD TRIP to take photographs and site studies of buildings.</u>	*Natural Forms AO1,2,3 Expose students to build skills and confidence through workshop style lessons focused on revisiting a wide range of media and techniques. Prescriptive presentation for all pages to support student understanding for next two coursework projects. Mixed media outcome which explores printing, collage and textiles.
Contextual Studies	Gaudi	n/a



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Skills + Knowledge	Relief work, Cutting, layering, Coffee staining, mixed media	Students will focus on developing skills in previously learnt techniques, Drawing techniques
Transferred learning	Charcoal, Gridding, Tone, Extended annotations, acrylic	Visual elements, Wet and dry media, Printing, Responding and researching artists. ,Extended annotations

<i>1 lessons per cycle = 18-20 lessons</i>	AO1,2,3 Leaders (11)	AO 1/2/3/4 Caricatures (7-9)
Year 8	Students will be introduced to proportion skills and be taught a range of skills and techniques for recording faces including charcoal, gridding, mono-printing and finishing with a focused portrait of a modern leaders with a focus using painting skills. Leaders explore positive role models from a range of cultures, ages, genders and sexuality and link with History and English curriculum.	Students look at caricatures and character design, students explore techniques used in industry to warp and exaggerate features. Students will create their own caricature clay head that has been designed and developed throughout the project
Contextual Studies	Pop Art, Warhol, Lichenstein, Yayomi Kusama	Al Hirschfed,
Skills + Knowledge	Proportion. Pencil skills using tonal pencils, shading, blending, Gridding, mix and match books, Drawing techniques, Mono printing, Blending, stylised line, benday dots.	Clay, Exaggeration, Distortion, Understanding, purpose/audience, Photography and apps, Extended annotations, Paint mixing including skin tones and brush techniques
Transferred learning	Colour theory- primary, secondary, tertiary, harmonious, complementary.	Proportion, Wet and dry techniques, Paint mixing and colour theory. Watercolours and block Paints, Paint mixing and brush techniques,



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1 lessons per cycle = 18-20 lessons	AO1,2,3,4 Colour in Art (18-20)
Year 7	Unit that focuses on colour theory to ensure that all students have a secure understanding of basic art terms. Students use wet and dry media to demonstrate key colour theory and learn some basic clay skills. Students will use bugs and landscapes as visual inspiration.
Contextual Studies	O'Keefe, Janielle Dimmett, <i>Alma Woodsey Thomas</i> , <i>Fauvism- Matisse and Derain</i> ,
Skills + Knowledge	Students have gained a basic understanding of different materials and techniques during their KS2 education, some will know colour theory elements.
Transferred learning	Colour theory- primary, secondary, tertiary, harmonious, complementary, Watercolours and block Paints, Paint mixing and brush techniques, blending with chalk and pencils. Clay coil techniques, clay cycle. They were use department designed approaches to reviewing artists and writing annotations to help develop these skills for further studies.