



# GCSE Art Year 11

## Curriculum Intent: KS4

The Art Department seeks to develop and refine GCSE students' visual language and continue to hone the skills needed to make them confident and knowledgeable practitioners. They will understand the full creative process; developing the skills and knowledge needed to produce a body of artwork that will fulfil the four assessment objectives of the GCSE course. Students will have experience of working in a range of media and using a range of techniques. They will understand how to use contextual and other sources within their research and they will be able to demonstrate analytical and critical understanding.

*"Art is a lie that makes us realise the truth" Pablo Picasso*

### Students will learn:

During the first term of Year 11 students will complete the coursework component that they started in Year 10. Students will continue to develop personal ideas from their given themes. They will mainly be completing work for the second theme but, where needed, will make refinements to their work for the first theme. Possible given themes -

- Flight*
- Natural Forms*
- Food & Drink*
- Buildings*
- Musical Instruments*

Firstly, students will learn the skills that enable them to produce accurate observational studies using a range of media. These could include drawing in pencil, charcoal, pastel & wire and painting in watercolours, acrylics & tempera paint.

Students will learn how to work from primary and secondary source materials and also learn when it is appropriate to use each of these methods of research. Students will learn how to use photographs and photography as part of the research process.

Secondly, students will learn how to develop ideas based on their observational studies. They will learn how to investigate the work of different artists, designers, art and design movements and artefacts produced by different cultures. Students will learn how to analyse and annotate the work they're researching. Students will also learn how to link their artists' research with their own work.

For the third stage students will learn how to review their work and make critical judgements about it. They will also learn how to refine their ideas as they develop.

### How will we assess impact?

Within this process students will need to cover the 4 Assessment Objectives outlined in the GCSE Assessment Matrix: -

- AO1** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding
- AO2** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops
- AO3** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress
- AO4** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

### Key Skills:

Students will develop their skills, knowledge and understanding in at least one of the following areas of study.

**Drawing** ● The use of expressive and descriptive mark-making to record and communicate ideas. ● The use of a range of drawing materials, media and techniques such as graphite, pastel, charcoal, ink, chalk, digital drawing applications and a range of drawing surfaces.

**Installation** ● The use of controlled environments to create atmosphere, influence perception and communicate ideas. ● The use of a range of installation materials, media and techniques such as film, projection, live performance, objects, text, audio elements, controlled lighting and designed interior and exterior spaces, static and interactive elements.

**Lens-/light-based media** ● The use of digital, film and/or video elements such as lighting, time, sound, editing, space and composition to communicate ideas. ● The use of a range of lens- and light-based media, materials and techniques such as montage, mixed media, installation, animation, studio and location photography, pre-and post-production manipulation.

**Mixed media** ● The combining and manipulating of two-dimensional and three-dimensional media to communicate ideas. ● The combination of a range of mixed media materials and techniques such as wet and dry media, collage, objects, textiles, two- and three-dimensional elements, digital and nondigital applications.

**Land art** ● The creation of site-specific work that uses or accentuates the natural landscape or manmade environment to create atmosphere and communicate ideas. ● The use of a range of land art materials, tools and techniques such as natural resources, found objects, constructing formations, and manipulation of environmental elements.

**Printing** ● The creation of surfaces from which an image can be transferred to communicate ideas. ● The use of a variety of materials, media and techniques such as linoleum, screen, intaglio, relief, lithography, drypoint, etching and monoprint, using a range of inks and printing surfaces.

**Painting** ● The use of expressive and descriptive mark-making to record and communicate ideas. ● The use of a range of painting materials, tools and techniques such as gouache, watercolour, acrylic, oil, dyes, brushes, digital painting applications and a range of painting surfaces.

**Sculpture** ● The creation of form through manipulation of three-dimensional materials to communicate ideas. ● The use of a range of sculpting materials, tools and techniques such as carving, modelling, joining, constructing and reducing, and transposing two-dimensional images into three-dimensional forms.



## Anglo Art Students' Destinations:

- **Architecture:** The Barlett School of Architecture
- **Art Foundation** (Ravensbourne , UCA, UAL, Kingston, DMU)
- **Fine Art BA** (Norwich School of Art, Central Saint Martins, Glasgow School of Art, University of Florence , Madrid University , Copenhagen University, Leeds, Slade)
- **Textiles and Fashion** Central Saint Martins,
- **Theatre Costume Design BA** (UAL)
- **TV Make Up and Prosthetics** BA(Bournemouth)
- **Men's Wear** BA CSM
- **Graphic Design** BA CSM

## What does excellence look like?

By the end of the coursework component students should: -

- have created a substantial body of work which includes visual and written research in their sketchbooks and separate investigative studies. They should have also created a number of final pieces linked to their investigations.
- have the tenacity and ambition to undertake sustained investigations into a given theme.
- have developed and honed skills that show a sophisticated understanding of the role that the Formal Elements within their own work.
- have the knowledge to make connections between their work with the work of artists and designers.
- have the knowledge and experience to give them the confidence to work independently.
- Students will have explored ideas in different media in an open-ended way
- The work will show both technical experimentation and thematic development
- There will be evidence of mistakes, changes of mind and revision of ideas
- There will be increasing ability to relate own work to that of artists and other practitioners

## International Opportunities

### International Visits and Exchanges:

- **Shanghai:** Temple of Jade Buddha
- **Tokyo, Japan:** Museum of Arts
- **Madrid:** The Prado, Museo Reina Sofia
- **Frankfurt:** Museum Junge Kunst, Stadel Museum,
- **Wiesbaden:** Gutenberg printing Museum. Schloss Freudenberg – Early 20th Century villa restored as a work of art with tours and art events
- **Jerez, Spain:** Museo del títere - puppet museum
- **Barcelona, Spain:** Barcelona, Casa Milà – architecture, Dali house and Museum

### Diversity within the curriculum

As students work independently at GCSE to study the artists they research is dependent upon their area of interest and the line of enquiry they choose to follow. Students may look at the work of a range of painters, designers, sculptors, photographers and print artists from around the world. They may also investigate artefacts from a range of cultures.

### Home Learning, Wider Reading and Research

Throughout the preparation period for the exam students will gather **visual information and research in a sketchbook**.

The **sketchbook** is used for students to plan for their exam. It will show the students' starting point based on the given theme. Initially students will produce research studies in a variety of media. They will then develop and refine the ideas that are based on these studies. This will include looking at the work of different artists and designers. Some students may also produce separate 2D and 3D investigative studies.

Some of this preparation will be set as homework tasks.

The **preparation for the exam** accounts for  $\frac{3}{4}$  of the exam marks so it is imperative that it is done thoroughly.

Where possible students should **visit galleries, museums, buildings and any specialist collections** that are linked to their own investigations.



**“Art is not what you see but what you make others see.” Edgar Degas**