

TAC – Art						
GCSE Specification Statement	Year 9		Year 10		Year 11	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Developing idea through investigations, demonstrating critical understanding of sources.	<p>Nature Study and research the work of Susannah Blaxill, Andy Goldsworthy, Fibonacci sequence. Angie Lewin. Sweets Sarah Graham, Joel Penkham, Wayne Theibaud, Georgina Luck. Day of the Dead Frida Kahlo Mexican culture, festival art.</p>	<p>Creating try-outs for each artist using appropriate media. Developing annotation skills to reflect on form, context, content, process and mood. Students will also reflect and evaluate their own artwork and how it links to the featured artist. Further development of presentation skills using appropriate techniques to enhance research pages.</p>	<p>Landscape Vincent Van Gogh Paul Cezanne. The impressionist movement. Fauvism and Andre Derain leading to contemporary artist Josh Byer. Looking at the dry felting artist Portraits Leonardo da Vinci. Photorealism- Chuck Close and other portrait artists. Students will be introduced to the bokeh effect and will make comparisons to the work of C.Close whilst making their own portraits.</p>	<p>Creating try-outs for each artist using appropriate media. Developing annotation skills to reflect on form, context, content, process and mood. Students will also reflect and evaluate their own artwork and how it links to the featured artist. Further development of presentation skills using appropriate techniques to enhance research pages. Practicing the dry felting and needle felting technique.</p>	<p>The mock exam and final exam are completed in year 11. Each student follows a set brief and then follows a suggest guideline of tasks to complete to help direct their project 'journey'. The list comprises of skills-based tasks and research pieces that relate to their chosen theme.</p>	
Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	<p>Understanding how to apply tone and colour to show a wide range of textures. Students will extend their learning by exploring the different qualities of</p>	<p>Oil pastels and blending to show tone. Mixed media drawing onto collage. Biro, fineliner, and dip pen and ink. Painting techniques of light to dark</p>	<p>Students will further develop their understanding of brush techniques when applying paint to a surface. (Chisel tip brushes for Cezanne's block</p>	<p>Acrylic painting onto collaged backgrounds. Pen and wash techniques Mark making with graphite.</p>		

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	<p>acrylics, watercolours and tempera block paints. Students will be introduced to different forms of printing and how they can be used for different applications. Students will learn the process of using bleach onto ink and how the effects vary with different solutions. Understanding the different effects given by different paint brushes and how they can be manipulated. (Hog hair, synthetic, fine point and rigger). Students will understand the different of relief, and bas relief through a paper mache mini project making doughnuts. They will look at the importance of</p>	<p>(watercolours) and dark to light technique using acrylics. Mono print, block (lino) printing, oil pastel transfer and PVA transfers.</p> <p>Bleach and ink wash techniques.</p> <p>Bubble and shaving foam prints.</p> <p>Cardboard relief and paper mache techniques.</p> <p>Colour pencil and felt markers to replicate font shapes and designs.</p>	<p>effect painting technique). Further development of painting techniques working in the style of researched artists on their own compositions.</p> <p>Understanding how mixed media can enhance a textured surface creating texture.</p> <p>Introduction to the process of wet and dry felting.</p> <p>Further development of graphite and pen drawing skills.</p> <p>Understanding location drawing and how artists work outside of a studio.</p> <p>Students will be introduced to the bokeh effect and will make comparisons to the work of C.Close</p>	<p>Mono printing and colour pencil refinement.</p> <p>Watercolour studies. Location direct observation drawing</p> <p>Photography</p> <p>Oil pastel blending and refinement.</p> <p>Practicing the dry felting and needle felting technique.</p> <p>Black colour pencil technique to draw skin and hair techniques.</p> <p>Creating a bokeh effect in drawing and photography.</p> <p>Refinement with white gel pens</p> <p>Batik painting using dyes.</p>		

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	packaging and how fonts can aid design to appeal to a consumer market.		whilst making their own portraits. Students will revisit colour theory and learn about colour mixing to create skin tones and skin and hair textures	Silk painting technique. PVA transfer onto fabric with machine and hand embroidery. Acrylic painting skills and colour mixing/blending.		
Recording ideas, observations and insights relevant to your intentions as work progresses.	Direct observation as a still life and as a study page- understanding the difference here. Students will explore how drawing onto prepared backgrounds can benefit a piece. Mind maps and collecting images to record ideas. Photography and developing skills and evidence of observations. Collecting secondary sources and drawing from these in a wide range of media.		Students will look at the theme of Urban verses Rural and will create artwork from their own photography. Drawing portraits, students will look at anatomical structures of the human figure and the proportions of the face with links to Leonardo da Vinci.	All students will use their new understanding of face proportions to make a self-portrait using black pencils requiring observation-drawing skills, careful observation of detail and application of a full tonal range. Presentation skills to enhance sketchbook research. Mixed media to create facial features studies of their own choice.		

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Presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<p>At the end of each project, all students create a piece of work using skills and knowledge acquired from the project or existing knowledge. This is to build their confidence for the year 11 programme where they will be required to produce a personal, unaided response.</p> <p>All students are encouraged to use subject specific language and embed key words within their annotation</p>	<p>These will vary for each student depending on their chosen final piece.</p>	<p>At the end of each project, all students create a piece of work using skills and knowledge acquired from the project or existing knowledge. This is to build their confidence for the year 11 programme where they will be required to produce a personal, unaided response.</p> <p>All students are encouraged to use subject specific language and embed key words within their annotation.</p>	<p>These will vary for each student depending on their chosen final piece.</p>		

In years 9 and 10 assessment is ongoing using the departments marking scheme. All homework tasks are marked with written feedback by the teacher, self-assessment and termly peer assessment. At the end of each project students work is assessed and given a GCSE indication. There are no formal end of year tests.

In year 11 students sit a mock and final exam. The mock exam follows the same structure, process and assessment as the final exam.