Carmel College Curriculum Implementation – KS 4 Long term plan Subject: Art, craft & design

|  |  |  |
| --- | --- | --- |
|  | Year 10 | Year 11 |
| Autumn half term 1  Sequential knowledge and skills | Art, craft & design GCSE – Unendorsed  Discovery or Evolution  Introductory project to familiarise students with assessment objectives, build on prior knowledge of skills and introduced new media. We follow the specification from AQA for Art, craft & design therefore including fine art, textiles, photography and 3D.   * Observed studies from primary and secondary sources – line, tone, texture, mark making. * Research black and white artist * Coloured media – colouring pencils, watercolour, * Research artist who explore colour | Continue with the Sustained project – Discovery or Evolution   * Create a range of initial ideas for a personal response. * Adobe Photoshop designs * Developing and sampling final design.   Photography trip to Paddy’s hole, Redcar and possibly Mima Art gallery in Middlesbrough (subject to appropriate exhibitions) to begin experimental portfolio. |
| Assessment Content and methods used to judge learning | * Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework. * Department moderation booklet/moderation meeting | * Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework. * Department moderation booklet/moderation meeting |
| Autumn half term 2  Sequential knowledge and skills | * Oil pastels, acrylic paint, quink in/bleach on A2 sheets * Explore different cultures * Initial ideas   Students alternate to complete work in wire, textiles and photography – working in small groups to produce samples whilst other students draw.  Textiles – free machine embroidery, silk painting, silk cocoon strippings.  Photography in the style of Karl Blossfeldt and Edward Weston  3D - Wire samples inspired by a variety of sculptors – students develop a sculpture based on their theme.  Artist from the past and present will be explored in lessons and homework on artists who have used a variety of media and is their career - mixed media, sculptors, painters, ceramicist, photographers, illustrators | Art, craft & design  Experimental portfolio  Produce final response during a 10 hour mock exam.  Students choose to do wire, clay, textiles, print or photography unit based on their trip to Paddy’s hole, Redcar.  Drawings of ropes, fishing boats, textures, mono printing,  Experimentation based on studies and photography.  Finish experimental unit and any outstanding work. |
| Assessment Content and methods used to judge learning | * Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework. * Department moderation booklet/moderation meeting | MOCKS – 10 hour practical exam based on creating their final piece for their project on Discovery or Evolution. This will give students an experience of what they can get done in 10 hours for the real exam at Easter. It is also the final piece for their coursework which is part of the 60% of their final grade. |
| Spring half term 3  Sequential knowledge and skills | Sustained portfolio – Art  Begin transferring most successful studies/artists research into portfolio sketchbook – selecting, improving and drawing more imagery for their project based on Discovery or Evolution. | AQA externally set assignment papers given to students – students choose a theme to develop in A4 sketchbook.  12 weeks preparatory period.  Some students to produce Photography for exam unit. |
| Assessment Content and methods used to judge learning | * Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework. * Department moderation booklet/moderation meeting | * Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework. * Department moderation booklet/moderation meeting |
| Spring half term 4 Sequential knowledge and skills | Sustained portfolio – Art cont. | Externally set assignment |
| Assessment Content and methods used to judge learning | * Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework. * Department moderation booklet/moderation meeting | * 10 hour exam either before or after Easter * Sketchbooks for preparatory period for exam to be mark with final piece – 40% of final grade * Sketchbook for project and final piece to be marked – 60% of final grade * All work is marked with several members of the art department and verified by an external moderator |
| Summer half term 5 Sequential knowledge and skills | Sustained portfolio – Art cont. | Completed GCSE |
| Assessment Content and methods used to judge learning | * Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework. * Department moderation booklet/moderation meeting |  |
| Summer half term 5  Sequential knowledge and skills | Tour of GCSE/ A level art exhibition | Art exhibition of work from Y11 and A level students |
| Assessment Content and methods used to judge learning  Assessment | EOY Assessments   * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework. |  |