Carmel College Curriculum Implementation – KS 4 Long term plan Subject: GCSE Art & Design: Textiles

|  |  |  |
| --- | --- | --- |
|  | Year 10 | Y11 |
| Autumn half term 1  Sequential knowledge and skills | Introductory project to familiarise students with assessment objectives, build on prior knowledge of skills and introduced new media:   * Observed studies from primary and secondary sources – line, tone, texture, mark making. * Translating observed black and white studies in stitch using the sewing machine. * Research cell related artist * Textiles sample based on the work of chosen artist * Fabric manipulation- Suffolk puffs & ruffles * Ink & bleach, etching | Continue with the Sustained project – Under the microscope   * 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 with CL | * 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 | * Needle felting * Weaving * Latch hook * Silk paint & embellishment * Acrylic & puffy paint on fabric * Fabric collage & machine embroidery   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. 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  Begin transferring most successful samples/ studies/artists research into portfolio sketchbook – selecting, improving and drawing more imagery for their project based on Under the microscope theme. Introduction to fabric manipulation. | AQA externally set assignment papers given to students – students choose a theme to develop in A4 sketchbook.  12 weeks preparatory period. |
| 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 with Art department | * 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 – 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 with Art department | * 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 – 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 | Art exhibition of work from Y11 and A level students |
| Summer half term 5  Sequential knowledge and skills | Sustained portfolio – cont.  Tour of GCSE/ A level art exhibition |  |
| 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 |  |