



**Art & Design  
Implementation  
2019-2020**

**Updated:29/10/19**



*Learn to succeed*

## PRIORY'S ART AND DESIGN CURRICULUM IMPLEMENTATION PATHWAY

Key Stage 2	Key Stage 3	Key Stage 4
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas 1.1 1.2 1.3</li> <li>to use a range of techniques and media, including painting 2.1</li> <li>to increase their proficiency in the handling of different materials 3.1</li> <li>to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work 4.1 4.2 4.3 4.4</li> <li>about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 5.1 5.2 5.3 5.4 5.5</li> </ul>	<p>Pupils should demonstrate that they can:</p> <ul style="list-style-type: none"> <li>AO1 Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>AO3 Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul>

**Key Stage 3 (Years 7, 8 & 9)** – We teach content in this order because at Key Stage 2 (Years 3,4 & 5), pupils should have learnt to understand the basic principles of Art and Design, have some limited experience of the aspects detailed above.

They need to broaden this experience and knowledge. Throughout the art and design course, Pupils undertake practical work, develop written work, evaluate their products, use technical language and read about the topics at hand.

This broadening of experience at KS3, provides a solid foundation for their demonstration of knowledge and skill at GCSE.

## KEY STAGE 3 CURRICULUM COVERAGE

Key Stage 3 Long term plan	National Curriculum Criteria Coverage													
	1.1	1.2	1.3	2.1	3.1	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	5.5
<b>Year 7 - Art and Design Elements</b> The Big Question: What are the formal elements in Art & Design?	Well covered	Sparse coverage	Sparse coverage	Well covered	No coverage	No coverage	No coverage	No coverage	No coverage					
<b>Year 7 – Me, Myself and I</b> The Big Question: How do artists use a variety of materials and processes to create art?	Well covered	Sparse coverage	Sparse coverage	Well covered	No coverage	No coverage	No coverage	No coverage	No coverage					
<b>Year 8 – Mexican Day of the Dead</b> The Big Question: Why is the design process so important?	Well covered	Sparse coverage	Sparse coverage	Well covered	No coverage	No coverage	No coverage	No coverage	No coverage					
<b>Year 8 - Architecture</b> The Big Question: How do different artists approach the same theme?	Well covered	Sparse coverage	Sparse coverage	Well covered	No coverage	No coverage	No coverage	Well covered	No coverage					
<b>Year 9 – Still Life</b> The Big Question: How do different artists from different periods of time explore the same theme?	Well covered	Sparse coverage	Sparse coverage	Well covered	Sparse coverage	Sparse coverage	No coverage	Well covered						

Coverage	
Well covered	Well covered
Sparse coverage	Sparse coverage
No coverage	No coverage

## KEY STAGE 4 CURRICULUM DETAIL

We follow the Eduqas GCSE in Art and Design which is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports the sequential and incremental development of creative practice. The programme of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus is to nurture an enthusiasm for Art, Craft and Design and, through a broad introductory foundation programme, to develop critical, practical and theoretical skills that enable Pupils to gain a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields.

In keeping with the regulatory requirements for all GCSE Art and Design specification, this course encourages Pupils to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products.
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills.
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.

Pupils have two portfolio projects to complete, of equal length and one externally set assignment. The first portfolio project is a theme set by the centre and allows introduction workshops in skills. The project is formatted as a full GCSE project, in a sketchbook. This allows pupils to complete a second portfolio project of their own choice and work through it using the framework of the first project, in more independent way. This should provide the foundation for complete independence in the externally set assignment.

Component 1 'Portfolio'	Component 2 'Externally Set Assignment'
<ul style="list-style-type: none"><li>• Encourages adventurous and open themes.</li><li>• Promotes purposeful exploration, experimentation and opportunities for productive personal expression.</li><li>• 60% of the total GCSE marks.</li><li>• Internally assessed, externally moderated</li></ul>	<ul style="list-style-type: none"><li>• Enables Pupils to apply the knowledge, understanding and skills that they have acquired in Component 1.</li><li>• Produce an appropriate outcome within a set time frame to demonstrate their best achievement.</li><li>• Internally assessed, externally moderated</li></ul>

### The assessment objectives:

- AO1 Critical understanding
- AO2 Creative making
- AO3 Reflective recording
- AO4 Personal presentation.

## KEY STAGE 4 CURRICULUM COVERAGE

Key Stage 4 Long term plan	GCSE Assessment Objective Coverage														
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3
<b>Year 10 – Beetles, bugs and butterflies part 1</b> The Big Question: How can the visual theme Beetles, bugs and butterflies be developed into a GCSE outcome?															
<b>Year 10 – Beetles, bugs and butterflies part 1</b> The Big Question: How can the visual theme Beetles, bugs and butterflies be developed into a GCSE outcome?															
<b>Year 10 – Own project part 1</b> The Big Question: How can the visual theme of our choice be developed into an extended GCSE outcome?															
<b>Year 11 – Own project part 2</b> The Big Question: How can the visual theme of our choice be developed into an extended GCSE outcome?															
<b>Year 11 – Externally set project</b> The Big Question: Set by the exam board															

Coverage	
Well covered	
Sparse coverage	
No coverage	

## CURRICULUM DELIVERY

Pupils receive 24 hrs of art and design teaching in Yr 7, 8 and 9 delivered in two units as part of the Creative Arts carousel. At GCSE they receive three hours per week as one of their options subjects.

At KS3 Lessons are mainly practical, punctuated by contextual or self-analysis based lessons. At KS3 the teacher dictates the structure and content of lessons, allowing Year 9 to have greater choice and flexibility to reflect the creative nature of the subject. The structure of project gradually build up over KS3 to reflect that of a practicing artist, designer, or craftsman.

At KS4 when undertaking practical lessons, pupils will work independently on their own coursework portfolio with minimal teacher input. Pupils who require extra support with written work, will attend LEAP in lesson time to receive 1:1 support with teaching assistants. Pupils are given advice and guidance about the type of pieces they should be making, the order of process in completing projects, time frames in which to complete their work. At GCSE the teacher performs the role of a coach and motivator. Any guidance pupils wish to receive will not be freely given as their work is their own. Pupils will be questioned about their work, asked to reflect on their learning so far, and are driven towards making their own judgements through directed thought or media experimentation. This practice allows pupils to become totally independent

At KS3 all classwork is given verbal feedback as work progresses and extended studies is given written feedback in the form of marking PLCs so that pupils can see what has been effective and what requires work. At GCSE pupils are not given feedback as this contravenes JCQ guidance. Instead pupils are asked to verbally reflect on their work justifying decisions and making their own recommendations for improvement. As pupils grow in skill over time, they are able to more easily identify issues and know how to address these through experience.

In the classroom there is a careers zone where pupils can look at pathways post 16, refer to local college and university course information, as well as future careers in art, craft, design and architecture. Events which are advertised by colleges or employers are always advertised to pupils, and they are encouraged to attend. Where available we will accommodate guests in to talk to Pupils about their careers and will exploit any links we have with, colleges, appropriate trips and visits, etc.

Where possible and appropriate, trips and visits to art, craft and design related environments are encouraged e.g. the school has links to The Harris Art Gallery, a local house builder, local primary schools, The Venue in Penwortham. Extra-curricular activities hosted by external providers will be offered to pupils and staff. Extra-curricular sessions are provided to all pupils who want to work on the class work or their own art. We run whole school inter-house events such as the competitions such as the School Christmas card design competition. We accommodate the making of the school production set, props and costumes. We have workshops on how to create team spirit accessories.

## **SCAFFOLDING KNOWLEDGE AND SKILLS**

**Year 7 - Art and Design Elements - The Big Question: What are the formal elements in Art & Design**

Pupils gain knowledge of colour, shape and tone as a base for forthcoming learning. This includes an introduction to new art materials: Their qualities and characteristics. Pupils learn how to evaluate their own work.

**Year 7 – Me, Myself and I** - The Big Question: How do artists use a variety of materials and processes to create art?

Pupils start to explore the work of others and using this knowledge in their own work. Basic art elements are developed through exploration of line, composition, texture. New materials are introduced again at this point, some of which use techniques as previously learnt. Pupils learn how to incorporate digital technology into their work. Pupils continue to evaluate their own work and at this point, the work of others.

**Year 8 – Mexican Day of the Dead** - The Big Question: Why is the design process so important?

Pupils have an introduction to the design process and learn the stages of designing their final outcome. Ultimately, Pupils create a craft piece and skills associated with this 3D outcome. Pupils investigate the theme from a spiritual and cultural perspective, linking it to themselves. Pupils continue to evaluate their own work and at this point, the work of others.

**Year 8 – Architecture** - The Big Question: How do different artists approach the same theme?

Pupils are introduced to architecture due to a national shortage. Pupils develop an understanding of significant buildings in the local area and how Preston has evolved due to town planning changes. Pupils are encouraged to draw local architecture as challenge tasks and home studies. Pupils start to learn about architectural features of British buildings through history. Pupils continue to evaluate their own work and at this point, the work of others.

**Year 9 – Still Life** - The Big Question: How do different artists from different periods of time explore the same theme?

Pupils are introduced to different periods and movements in Art, Craft and Design through this theme. Pupils develop their drawing skills and realism in their pieces. They analyse and evaluate the work of others and independently select an artist of focus. Pupils will further develop their skills to match those of their chosen artist. Pupils will develop their project through a thorough process towards a more substantive outcome.

**KS3 CURRICULUM**

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
-------	--	-----------------------------	------------------------

<p><b>Year 7</b></p>	<p><b>Big question – What are the formal elements in Art &amp; Design?</b></p> <p><b>Focus:</b> <i>Grounding in basic craft – use tools processes and manipulation of materials to understand their working characteristics. <b>Understanding the formal elements</b> of line, tone, colour and form.</i></p> <ul style="list-style-type: none"> <li>• Baseline test – what can you do with a pencil already and how good are your observational skills?</li> <li>• Colour theory – know what primary, secondary, tertiary, monochromatic, harmonious and complementary colours are, what they can symbolise and what emotions they can evoke when used in art and design work.</li> <li>• Painting tints and tones of primary, secondary, tertiary, monochromatic, harmonious and complementary colours – also cover pointillism and monochromatic painting interactive exercise on Doodle.</li> <li>• Learning what 3D form is and how to create it – cover; pencil (incl. grades and what to do with each), coloured pencil, oil pastel, charcoal, paint.</li> <li>• Learning how to apply knowledge of shapes to real objects</li> <li>• Mark making/line in a variety of drawing media and learning how to control them. – cover; hatching; cross hatching, scumbling, stippling in pencil, coloured pencil, pen and oil pastel.</li> </ul>	<p>So that you;</p> <ul style="list-style-type: none"> <li>• can make informed decisions about your choice of art materials in the future.</li> <li>• know how to manipulate materials to understand their working characteristics and related processes.</li> <li>• develop skills in a variety of media types and can confidently control and use them in the future.</li> <li>• understand the formal elements, colour theory and how to apply it in your future work.</li> <li>• can draw 3D forms in the future in a variety of mediums.</li> <li>• can work safely in school and at home, you know what media and equipment names are, and you know how to use them.</li> </ul>	<p>You will;</p> <ul style="list-style-type: none"> <li>• complete all work in class and homework tasks.</li> <li>• watch teacher demonstrations.</li> <li>• work with your peers who have mastered skills.</li> <li>• refer to WAGOLLS.</li> <li>• experiment with different media types and work towards mastering each.</li> <li>• read assistance sheets as a guide.</li> <li>• read online information.</li> <li>• analyse your own work and evaluate it to inform your improvement targets.</li> <li>• complete a personal learning checklist.</li> <li>• take part in quizzes and tests to make sure that your learning has stuck.</li> <li>• make links to other subjects.</li> </ul>
<p><b>Year 7</b></p>	<p><b>The Big Question: How do artists use a variety of materials and processes to create art?</b></p> <p><b>Focus:</b> <i><b>Combining Art, Craft and Design</b> – what does that mean? Understand the formal elements of shape, texture, pattern, and composition. <b>Using artist inspiration and analysis.</b></i></p> <ul style="list-style-type: none"> <li>• Define Art, Craft and Design with pupils. – (you’ll cover Art and Craft in Yr. 7, Design in Yr. 8.)</li> <li>• Through project on Teesha Moore, show how an artist will use the creative process to craft a piece of work.</li> <li>• How do we critically evaluate? What questions do we need to ask and answer? – cover how artists might talk about their work and choices they’ve made, what can be conveyed through their use of formal elements, choice of materials and symbolism, etc.</li> <li>• How does she use colour and why? – this consolidates learning from last unit.</li> <li>• Look at patterns within her work and design personalised ones – cover pattern as a formal element.</li> <li>• Use another set of skills and materials to replicate the artist’s ideas.</li> </ul>	<p>So that you;</p> <ul style="list-style-type: none"> <li>• understand the differences between the three different areas within the subject.</li> <li>• understand subject terminology which may be used in the future.</li> <li>• Continue to gain an understanding of art elements, which can be applied to future work.</li> <li>• understand why practitioners do what they do and why, which may inspire you.</li> <li>• can analyse and evaluate the work of others and use it to inform your own work as inspiration.</li> </ul>	<p>You will;</p> <ul style="list-style-type: none"> <li>• complete all work in class and homework tasks.</li> <li>• watch teacher demonstrations.</li> <li>• work with your peers who have mastered skills.</li> <li>• refer to WAGOLLS.</li> <li>• experiment with different media types and work towards mastering each.</li> <li>• read assistance sheets as a guide.</li> <li>• read online information.</li> <li>• analyse your own work and evaluate it to inform your improvement targets.</li> </ul>

	<ul style="list-style-type: none"> <li>• Look at standard shape of people, bodies and faces. How do hers compare? How does she create them? Why might she make certain features more prominent? Use drawings and photos to pic collage characters in her style for use in work.</li> <li>• What's a collage? What's an observational drawing? What's drawing from secondary source? – experience of all as elements that will be brought together in the final piece. Personalised elements to add into the final outcome. Throughout the drawings, applying formal elements from unit 1 and adding in learning about shape and texture.</li> <li>• How do we compose things in Art? What makes a good composition?</li> <li>• Create a final piece and show how preparatory work is also assessed.</li> </ul>	<ul style="list-style-type: none"> <li>• know how to create written pieces of work in an aesthetically pleasing way.</li> <li>• can make informed decisions about your choice of art materials in the future.</li> <li>• know how to manipulate materials to understand their working characteristics and related processes.</li> <li>• develop skills in a variety of media types and can confidently control and use them in the future.</li> <li>• develop skills in software that can be applied to your art.</li> <li>• can work safely in school and at home, you know what media and equipment names are, and you know how to use them.</li> </ul>	<ul style="list-style-type: none"> <li>• participate in group, and pair discussion and debate.</li> <li>• complete a personal learning checklist.</li> <li>• take part in quizzes and tests to make sure that your learning has stuck.</li> <li>• make links to other subjects.</li> </ul>
<p><b>Year 8</b></p>	<p><b>The Big Question: Why is the design process so important?</b></p> <p><b>Focus: Using MDoTD as a vehicle to <i>investigate a culture</i> and learn/develop <i>ceramic skills</i>.</b></p> <ul style="list-style-type: none"> <li>• Creating a skull observation piece in charcoal and chalk to investigate form and provide a skills baseline. How do we create form through light and dark?</li> <li>• A front cover reflecting the theme MDoTD and the quality of forthcoming work.</li> <li>• Investigating the chosen theme to gain a greater insight into the culture surrounding the outcome. Investigating MDoTD overall, calaveras, etc.</li> <li>• Investigating current decorated skulls to analyse and inform designs.</li> <li>• Recording observations of their theme through investigating historic design elements and colours. What elements are traditionally used? Why? What do they symbolise?</li> <li>• Developing skills in mounting and presentation.</li> <li>• Creation of designs to create a design sheet to inform the outcome.</li> <li>• Understanding of health and safety.</li> <li>• Learning basic skills of reduction and increasing in clay to create an outcome.</li> <li>• Applying painting skills to add colouration to the outcome. What advanced skills do we need to demonstrate?</li> </ul>	<p>So that you;</p> <ul style="list-style-type: none"> <li>• understand the differences between the three different areas within the subject, in particular design and craft.</li> <li>• understand subject terminology which may be used in the future.</li> <li>• Continue to gain an understanding of art elements, which can be applied to future work.</li> <li>• understand why craftspeople do what they do and why, which may inspire you.</li> <li>• can analyse and evaluate the work of others and use it to inform your own work as inspiration.</li> <li>• know how to create written pieces of work in an aesthetically pleasing way.</li> </ul>	<p>You will;</p> <ul style="list-style-type: none"> <li>• complete all work in class and homework tasks.</li> <li>• watch teacher demonstrations.</li> <li>• work with your peers who have mastered skills.</li> <li>• refer to WAGOLLS.</li> <li>• experiment with different media types and work towards mastering each.</li> <li>• read assistance sheets as a guide.</li> <li>• read online information.</li> <li>• analyse your own work and evaluate it to inform your improvement targets.</li> <li>• participate in group, and pair discussion and debate.</li> <li>• complete a personal learning checklist.</li> </ul>

	<ul style="list-style-type: none"> <li>• Analysis of their own work throughout in the form of annotation.</li> </ul>	<ul style="list-style-type: none"> <li>• can make informed decisions about your choice of art materials in the future.</li> <li>• know how to manipulate materials to understand their working characteristics and related processes.</li> <li>• develop skills in a variety of media types and can confidently control and use them in the future.</li> <li>• can work safely in school and at home, you know what media and equipment names are, and you know how to use them.</li> </ul>	<ul style="list-style-type: none"> <li>• take part in quizzes and tests to make sure that your learning has stuck.</li> <li>• make links to other subjects.</li> </ul>
<p><b>Year 8</b></p>	<p><b>The Big Question: How do different artists approach the same theme</b></p> <p><b>Focus: Investigating how the <i>same image</i> can be transformed into <b>3 different styles</b> depending on chosen inspiration.</b></p> <ul style="list-style-type: none"> <li>• A front cover reflecting the theme Preston Architecture and the quality of forthcoming work.</li> <li>• Collecting images relevant to their project from secondary sources to inform visual work.</li> <li>• Recording observations of their theme through photography in town. There is the option to develop this to a greater extent for photographers. Where is the most interesting architecture in Preston? Any buildings of special note?</li> <li>• Creating a range of observation pieces in a variety of media. How much detail is suitable for different media?</li> <li>• Analysing and evaluating the work of 3 artists with very different approaches and styles, in written form.</li> <li>• Teacher led workshops and creation of tester pieces influenced by the aforementioned artists.</li> <li>• Developing skills in composition in preparation for the outcome. How do we take 3 images and overlap them to best effect?</li> <li>• Creation of the final piece utilising all 3 artist styles in a graduated way.</li> <li>• Analysis of their own work throughout in the form of annotation.</li> <li>• Possible visit by one of the artists who is local. Possibility of an artist talk and demonstration.</li> </ul>	<p>So that you;</p> <ul style="list-style-type: none"> <li>• understand what architecture and the current shortage of architects.</li> <li>• have knowledge of the history of local buildings and plans for the future.</li> <li>• understand why practitioners do what they do and why, which may inspire you.</li> <li>• can analyse and evaluate the work of others and use it to inform your own work as inspiration.</li> <li>• know how to create written pieces of work in an aesthetically pleasing way.</li> <li>• can make informed decisions about your choice of art materials in the future.</li> <li>• know how to manipulate materials to understand their working characteristics and related processes.</li> <li>• develop skills in a variety of media types and can confidently control and use them in the future.</li> </ul>	<p>You will;</p> <ul style="list-style-type: none"> <li>• complete all work in class and homework tasks.</li> <li>• watch teacher demonstrations.</li> <li>• work with your peers who have mastered skills.</li> <li>• refer to WAGOLLS.</li> <li>• experiment with different media types and work towards mastering each.</li> <li>• read assistance sheets as a guide.</li> <li>• read online information.</li> <li>• analyse your own work and evaluate it to inform your improvement targets.</li> <li>• participate in group, and pair discussion and debate.</li> <li>• complete a personal learning checklist.</li> <li>• take part in quizzes and tests to make sure that your learning has stuck.</li> <li>• make links to other subjects.</li> </ul>

		<ul style="list-style-type: none"> <li>can work safely in school and at home, you know what media and equipment names are, and you know how to use them.</li> </ul>	
<b>Year 9</b>	<p><b>The Big Question: How do different artists from different periods of time explore the same theme?</b></p> <p><b>Focus: Learning how to create a thorough project through to final outcome.</b></p> <ul style="list-style-type: none"> <li>A front cover reflecting the theme food and drink and the quality of forthcoming work.</li> <li>Collecting images relevant to their project from secondary sources to inform visual work.</li> <li>Recording observations of their theme through photography. There is the option to develop this to a greater extent for photographers.</li> <li>Creating a range of observation pieces in a variety of media. Some require whole class teaching and others 1 to 1 support.</li> <li>Developing skills in mounting and presentation.</li> <li>Analysing and evaluating the work of others in written form, building on KS3 work.</li> <li>Creation of pieces influenced by the aforementioned artists.</li> <li>Learning what constitutes development for a 3D sculpture project.</li> <li>Combining observations with artist influence to develop final outcomes through comprehensive processes.</li> <li>Creation of a final 3D sculpture outcome of their own choice, with group or 1 to 1 teaching on relevant skills.</li> </ul> <p>Analysis of their own work throughout in the form of annotation.</p>	<p>So that you;</p> <ul style="list-style-type: none"> <li>know and can demonstrate skills in researching appropriate imagery and displaying them in a suitable manner.</li> <li>can make informed decisions about your choice of art materials in the future.</li> <li>know how to manipulate materials to understand their working characteristics and related processes.</li> <li>develop skills in a variety of media types and can confidently control and use them in the future.</li> <li>understand why practitioners do what they do and why, which may inspire you.</li> <li>can analyse and evaluate the work of others and use it to inform your own work as inspiration.</li> <li>know how to create written pieces of work in an aesthetically pleasing way.</li> <li>further develop your knowledge and skills in art work development.</li> <li>understand how to scale-up smaller ideas to larger outcomes.</li> <li>can work safely in school and at home, you know what media and equipment names are, and you know how to use them.</li> </ul>	<p>You will;</p> <ul style="list-style-type: none"> <li>complete all work in class and homework tasks.</li> <li>watch teacher demonstrations.</li> <li>work with your peers who have mastered skills.</li> <li>refer to WAGOLLS.</li> <li>experiment with different media types and work towards mastering each.</li> <li>read assistance sheets as a guide.</li> <li>read online information.</li> <li>analyse your own work and evaluate it to inform your improvement targets.</li> <li>participate in group, and pair discussion and debate.</li> <li>complete a personal learning checklist.</li> <li>take part in quizzes and tests to make sure that your learning has stuck.</li> <li>make links to other subjects.</li> </ul>

## KS4 CURRICULUM

When?	What will I learn and what skills will I develop	Why do I need to know this?	How will I learn this?
-------	--	-----------------------------	------------------------

<p><b>Year 10</b></p>	<p><b>Big question</b> – How can the visual theme Beetles, bugs and butterflies be developed into a GCSE outcome?</p> <p><b>Focus:</b> <i>Learning how to create GCSE quality pieces in <b>greater depth</b> and format a GCSE project from start to outcome. This project focusses on the top band descriptors – sophisticated, thorough, sustained, focused, coherent, perceptive, rigorous, independent, refined, purposeful, skillfull, discriminating, extensive, assured – <b>Part 1</b> is the first half of the project.</i></p> <ul style="list-style-type: none"> <li>• A front cover reflecting their chosen theme and the quality of forthcoming work.</li> <li>• A mind map investigating different ideas on their own theme</li> <li>• A statement of intent – Discussing intentions and future plans as practice for the final GCSE statement.</li> <li>• Collecting images relevant to their project from secondary sources to inform visual work.</li> <li>• Recording observations of their theme through photography. There is the option to develop this to a greater extent for photographers.</li> <li>• Creating a range of observation pieces in a variety of media. Some require whole class teaching and others 1 to 1 support.</li> </ul>	<p>So that you can demonstrate;</p> <ul style="list-style-type: none"> <li>• sophisticated recording of ideas, observations and insights through extensive, coherent research and enquiry that is highly relevant to personal intentions.</li> <li>• ideas are refined and explored through rigorous selection and purposeful, creative experimentation.</li> <li>• appropriate media, materials, techniques and processes are skilfully controlled and imaginatively exploited.</li> <li>• that can work safely in school and at home, you know what media and equipment names are, and you know how to use them.</li> </ul>	<p>You will;</p> <ul style="list-style-type: none"> <li>• complete all work in class and homework tasks.</li> <li>• watch teacher demonstrations.</li> <li>• work with your peers who have mastered skills.</li> <li>• refer to WAGOLLS.</li> <li>• experiment with different media types and work towards mastering each.</li> <li>• read assistance sheets as a guide.</li> <li>• refer to Pinterest</li> <li>• read online information.</li> <li>• analyse your own work and evaluate it to inform your improvement targets.</li> <li>• complete a personal learning checklist.</li> <li>• take part in quizzes and tests to make sure that your learning has stuck.</li> <li>• make links to other subjects.</li> </ul>
<p><b>Year 10</b></p>	<p><b>Big question</b> – How can the visual theme Beetles, bugs and butterflies be developed into a GCSE outcome?</p> <p><b>Focus:</b> <i>Learning how to create GCSE quality pieces in <b>greater depth</b> and format a GCSE project from start to outcome. This project focusses on the top band descriptors – sophisticated, thorough, sustained, focused, coherent, perceptive, rigorous, independent, refined, purposeful, skillfull, discriminating, extensive, assured – <b>Part 2</b> is the second half of the project.</i></p> <ul style="list-style-type: none"> <li>• Analysing and evaluating the work of others in written form.</li> <li>• Creation of pieces influenced by the aforementioned artists.</li> <li>• Combining observations with artist influence to develop final outcomes through comprehensive processes.</li> <li>• Creation of a final outcome of their own choice, with group or 1 to 1 teaching on relevant skills.</li> <li>• Analysis of their own work throughout in the form of annotation.</li> </ul>	<p>So that you can demonstrate;</p> <ul style="list-style-type: none"> <li>• Sophisticated and thorough development of ideas through sustained, focused and coherent investigations.</li> <li>• Perceptive and rigorous critical analysis of sources, providing the basis for assured, independent responses.</li> <li>• Perceptive and discriminating ongoing review and evaluation consistently informs the refinement and development of work as it progresses.</li> <li>• Perceptive, rigorous and effective reflection as work progresses,</li> </ul>	<p>You will;</p> <ul style="list-style-type: none"> <li>• complete all work in class and homework tasks.</li> <li>• watch teacher demonstrations.</li> <li>• work with your peers who have mastered skills.</li> <li>• refer to WAGOLLS.</li> <li>• experiment with different media types and work towards mastering each.</li> <li>• read assistance sheets as a guide.</li> <li>• refer to Pinterest</li> <li>• read online information.</li> </ul>

		<p>demonstrating depth of understanding and meaning.</p> <ul style="list-style-type: none"> <li>• Highly imaginative, personal and meaningful response which realizes intentions in a sophisticated, coherent and assured manner.</li> <li>• The presentation shows a perceptive and thorough understanding of visual language and the purpose and intention of the work is very clearly and convincingly conveyed.</li> </ul>	<ul style="list-style-type: none"> <li>• analyse your own work and evaluate it to inform your improvement targets.</li> <li>• complete a personal learning checklist.</li> <li>• take part in quizzes and tests to make sure that your learning has stuck.</li> <li>• make links to other subjects.</li> </ul>
<b>Year 10</b>	<p><b>Big question</b> - How can the visual theme of our choice be developed into an extended GCSE outcome?</p> <p><b>Focus:</b> <i>Learning how to create GCSE quality pieces in <b>greater depth</b> and format a GCSE project from start to outcome. This project focusses on the top band descriptors – sophisticated, thorough, sustained, focused, coherent, perceptive, rigorous, independent, refined, purposeful, skillfull, discriminating, extensive, assured – <b>Part 1</b> is the first half of the project.</i></p> <ul style="list-style-type: none"> <li>• A front cover reflecting their chosen theme and the quality of forthcoming work.</li> <li>• A mind map investigating different ideas on their own theme</li> <li>• A statement of intent – Discussing intentions and future plans as practice for the final GCSE statement.</li> <li>• Collecting images relevant to their project from secondary sources to inform visual work.</li> <li>• Recording observations of their theme through photography. There is the option to develop this to a greater extent for photographers.</li> <li>• Creating a range of observation pieces in a variety of media. Some require whole class teaching and others 1 to 1 support.</li> </ul>	<p>So that you can demonstrate;</p> <ul style="list-style-type: none"> <li>• sophisticated recording of ideas, observations and insights through extensive, coherent research and enquiry that is highly relevant to personal intentions.</li> <li>• ideas are refined and explored through rigorous selection and purposeful, creative experimentation.</li> <li>• appropriate media, materials, techniques and processes are skilfully controlled and imaginatively exploited.</li> <li>• that can work safely in school and at home, you know what media and equipment names are, and you know how to use them.</li> </ul>	<p>You will;</p> <ul style="list-style-type: none"> <li>• complete all work in class and homework tasks.</li> <li>• watch teacher demonstrations.</li> <li>• work with your peers who have mastered skills.</li> <li>• refer to WAGOLLS.</li> <li>• experiment with different media types and work towards mastering each.</li> <li>• read assistance sheets as a guide.</li> <li>• refer to Pinterest</li> <li>• read online information.</li> <li>• analyse your own work and evaluate it to inform your improvement targets.</li> <li>• complete a personal learning checklist.</li> <li>• take part in quizzes and tests to make sure that your learning has stuck.</li> <li>• make links to other subjects.</li> </ul>
<b>Year 11</b>	<p><b>Big question</b> - How can the visual theme of our choice be developed into an extended GCSE outcome?</p>	<p>So that you can demonstrate;</p> <ul style="list-style-type: none"> <li>• Sophisticated and thorough development of ideas through</li> </ul>	<p>You will;</p> <ul style="list-style-type: none"> <li>• complete all work in class and homework tasks.</li> </ul>

	<p><b>Focus:</b> <i>Learning how to create GCSE quality pieces in <b>greater depth</b> and format a GCSE project from start to outcome. This project focusses on the top band descriptors – sophisticated, thorough, sustained, focused, coherent, perceptive, rigorous, independent, refined, purposeful, skillfull, discriminating, extensive, assured – Part 2 is the second half of the project.</i></p> <ul style="list-style-type: none"> <li>Analysing and evaluating the work of others in written form.</li> <li>Creation of pieces influenced by the aforementioned artists.</li> <li>Combining observations with artist influence to develop final outcomes through comprehensive processes.</li> <li>Creation of a final outcome of their own choice, with group or 1 to 1 teaching on relevant skills.</li> <li>Analysis of their own work throughout in the form of annotation.</li> </ul>	<p>sustained, focused and coherent investigations.</p> <ul style="list-style-type: none"> <li>Perceptive and rigorous critical analysis of sources, providing the basis for assured, independent responses.</li> <li>Perceptive and discriminating ongoing review and evaluation consistently informs the refinement and development of work as it progresses.</li> <li>Perceptive, rigorous and effective reflection as work progresses, demonstrating depth of understanding and meaning.</li> <li>Highly imaginative, personal and meaningful response which realizes intentions in a sophisticated, coherent and assured manner.</li> <li>The presentation shows a perceptive and thorough understanding of visual language and the purpose and intention of the work is very clearly and convincingly conveyed.</li> </ul>	<ul style="list-style-type: none"> <li>watch teacher demonstrations.</li> <li>work with your peers who have mastered skills.</li> <li>refer to WAGOLLS.</li> <li>experiment with different media types and work towards mastering each.</li> <li>read assistance sheets as a guide.</li> <li>refer to Pinterest</li> <li>read online information.</li> <li>analyse your own work and evaluate it to inform your improvement targets.</li> <li>complete a personal learning checklist.</li> <li>take part in quizzes and tests to make sure that your learning has stuck.</li> <li>make links to other subjects.</li> </ul>
<p><b>Year 11</b></p>	<p><b>Big question</b> - Set by the exam board</p> <p><b>Focus:</b> <i>Demonstrating independence in creating a <b>final GCSE project</b> and outcome.</i></p> <ul style="list-style-type: none"> <li>A front cover reflecting the chosen exam theme and the quality of forthcoming work.</li> <li>A mind map investigating different ideas on the theme.</li> <li>A statement of intent – Discussing intentions and future plans as practice for the final GCSE statement.</li> <li>Collecting images relevant to their project from secondary sources to inform visual work.</li> <li>Recording observations of their theme through photography.</li> <li>Creating a range of observation pieces in a variety of media.</li> <li>Analysing and evaluating the work of others in written form.</li> </ul>	<p>So that you can demonstrate;</p> <ul style="list-style-type: none"> <li>sophisticated recording of ideas, observations and insights through extensive, coherent research and enquiry that is highly relevant to personal intentions.</li> <li>ideas are refined and explored through rigorous selection and purposeful, creative experimentation.</li> <li>appropriate media, materials, techniques and processes are skilfully controlled and imaginatively exploited.</li> </ul>	<p>You will;</p> <ul style="list-style-type: none"> <li>complete all work in class and homework tasks.</li> <li>watch teacher demonstrations.</li> <li>work with your peers who have mastered skills.</li> <li>refer to WAGOLLS.</li> <li>experiment with different media types and work towards mastering each.</li> <li>read assistance sheets as a guide.</li> <li>refer to Pinterest</li> <li>read online information.</li> </ul>

	<ul style="list-style-type: none"> <li>• Creation of pieces influenced by the aforementioned artists.</li> <li>• Combining observations with artist influence to develop final outcomes through comprehensive processes.</li> <li>• Creation of a final outcome of their own choice in the 10hr exam.</li> <li>• Analysis of their own work throughout in the form of annotation.</li> <li>• Presentation of the project.</li> </ul>	<ul style="list-style-type: none"> <li>• sophisticated and thorough development of ideas through sustained, focused and coherent investigations.</li> <li>• perceptive and rigorous critical analysis of sources, providing the basis for assured, independent responses.</li> <li>• perceptive and discriminating ongoing review and evaluation consistently informs the refinement and development of work as it progresses.</li> <li>• perceptive, rigorous and effective reflection as work progresses, demonstrating depth of understanding and meaning.</li> <li>• highly imaginative, personal and meaningful response which realizes intentions in a sophisticated, coherent and assured manner.</li> <li>• the presentation shows a perceptive and thorough understanding of visual language and the purpose and intention of the work is very clearly and convincingly conveyed.</li> <li>• that you can work safely in school and at home, you know what media and equipment names are, and you know how to use them.</li> </ul>	<ul style="list-style-type: none"> <li>• analyse your own work and evaluate it to inform your improvement targets.</li> <li>• complete a personal learning checklist.</li> <li>• take part in quizzes and tests to make sure that your learning has stuck.</li> <li>• make links to other subjects.</li> </ul>
--	--	---	--