



All Saints' Catholic High School

Luceat lux Vestra

Subject: Art

Year: 11

AQA, GCSE Art, Craft and Design Curriculum delivered in 6 hour lessons over a 2 week timetable.

Term 1 is divided into unit 1 and unit 2. Term 2 will be refinement of all coursework until half term then the Art exam preparation will begin.

11	Unit 1- "Skulls-Bones"	Unit 2- "Skulls-Bones	Unit 3 -CWK refinement.	Unit 4 – Art Exam	Unit 5- Art Exam
Aim of Unit are repeated across each unit.	Concept:/ Skill: Developing and refining ideas, demonstrating analytical understanding. Experimenting and selecting appropriate resources. Using a range of media, materials, techniques and processes. Record ideas and observations. Presenting a personal response and realising intentions.				
Composite Knowledge <i>(a task that requires several building blocks or components)</i>	Cwk 2- 1. Skull pencil value drawing. 2. Skull/Bones Mood board/spiderdiagram created to generate and research ideas. 3. Further skull studies created using media of the pupil's choice working to individual pupil's strengths. 4. Display of studies. of their work.	5. Learning to demonstrate understanding of Artists and their styles. linked to the use of Mixed Media. Damien Hirst Pages- Learning to create work in the style of an Artist, with reference to mixed media. Damien Hirst double page presented in the artists style, including a mixed media large skull and a number of smaller media skulls exploring ideas. Title should reflect the artists style and reference images of the artists work should be included A focus on drawing, value, creative use of mixed media/ artists presentation.	10. Learning to refine and complete all coursework to the best of their ability.	Learning to explore ideas /materials and plan linked to a theme. Pupils will be working on an exam question set by AQA.	Learning to explore ideas /materials and plan linked to a theme. Pupils will be working on an exam question set by AQA. Leading to a 10hr Art exam.

		<p>6. Learning to demonstrate understanding of Artists and their styles. creating work in the style of an Artist. Second artist double page presented in the artists style, including a study of their work in their style. Title should reflect the artists style and reference images of the artists work should be included A focus on drawing, value, creative use of mixed media/ artists presentation.</p> <p>7. Learning to explore ideas linked to a theme. Learning to demonstrate understanding of Artists and their styles. Learning to create work in the style of an Artist, with reference to skulls. Initial planning page</p> <p>8. Leading to a set of planning pages in more detail on their chosen idea. Exploring, composition, media and backgrounds all labelled and annotated.</p> <p>9. Final piece created.</p>			
<p>Component Knowledge is repeated across each unit.</p> <p><i>(the building blocks that together, when known, allow successful performance of a complex task)</i></p>	<p>Record ideas and observations. Practicing and refining skills. The initial ideas page allows pupils to record ideas and observations. Presenting a personal response and beginning to realise their intentions. The further planning pages allow pupils to record ideas and observations in more depth. Presenting a personal response and beginning to realise their intentions, develop their ideas and demonstrate understanding of artists styles linked to the theme of skulls.</p>				

<p>Rationale (why?): Links to prior & future learning are repeated across each unit.</p>	<p>Concept:/ Skill: Developing and refining ideas, demonstrating analytical understanding. Experimenting and selecting appropriate resources. Using a range of media, materials, techniques and processes. Record ideas and observations. Presenting a personal response and realising intentions.</p> <p>Bridging between KS4 & KS5: -this is an opportunity to focus on a prolonged theme exploring media and artists linked to a theme like at A Level.</p>				
<p>Assessment Task</p>	<p>cwk. 2- 1.Skull pencil value drawing created. A focus on drawing, value/precision/presentation. 2. Skull/bones Mood board/spiderdiagram focus on generation and research of ideas. 3. Further skull studies created using media of the pupil's choice working to individual pupil's strengths. A focus on drawing, value, blending /painting/ precision/colour. 4. Display of studies. of their work. Focus on creative presentation.</p>	<p>5.Understanding of a range of media and techniques. Assessed on their ability to experiment and select appropriate resources. Use a range of media, materials, techniques and processes. Record ideas and observations. 6.Awareness of the style of an Artist, with reference to mixed media. Damien Hirst double page presented in the artists style, including a study of their work in their style. Title should reflect the artists style and reference images of the artists work should be included A focus on drawing, value, creative use of mixed media/ artists presentation. Awareness of a skull artist of their choice. Double page presented in the artists style, including a study of their work in their style. Title should reflect the artists style and reference images of the artists work should be included A focus on drawing, value, creative use of mixed media/ artists presentation. 7/8.Exploring materials and planning linked to a theme. Planning of background/ compositions and materials for final piece linked to artist's influence. A focus on drawing, value, blending /painting/precision/colour/ links to artists/ presentation.</p>	<p>Exploring materials and planning linked to a theme. Planning of background/ compositions and materials for final piece linked to artist's influence. A focus on drawing, value, blending / drawing/painting/ blending/ precision/colour/ links to artists/ presentation. Final piece created. A focus on drawing, value, blending / drawing/painting/ blending/ precision/colour/ links to artists/ presentation.</p>	<p>Exploring materials and planning linked to a theme. Planning of background/ compositions and materials for final piece linked to artist's influence. A focus on drawing, value, blending / drawing/painting/ blending/ precision/colour/ links to artists/ presentation. Final piece created. A focus on drawing, value, blending / drawing/painting/ blending/ precision/colour/ links to artists/ presentation.</p>	<p>Exploring materials and planning linked to a theme. Planning of background/ compositions and materials for final piece linked to artist's influence. A focus on drawing, value, blending / drawing/painting/ blending/ precision/colour/ links to artists/ presentation. Final piece created. A focus on drawing, value, blending / drawing/painting/ blending/ precision/colour/ links to artists/ presentation.</p>

		<p>9.Final piece created. A focus on drawing, value, blending / drawing/painting/ blending/ precision/colour/ links to artists/ presentation.</p>			
<p>Enrichment are repeated across each unit.</p>	<p>Our enrichment opportunities are planned into lessons and homework and we also offer extra-curricular activities both at lunch time and afterschool. Enrichment opportunities in Art have included: STEM careers awareness (throughout KS3 and KS4). Research activities (other cultures, designers, new technologies) Video and virtual visits. Lunch and after school clubs. Duke of Edinburgh Skills. Various independent tasks which build and extend knowledge of this unit are explored. Pupils encouraged to work independently creating a variety of pieces linked to the theme using a wide variety of media. Further skill practise/ development encouraged via you tube videos. Pupils able to select from a range to suit their ability. Independent research/investigation of artists of their choice. Pupils asked to create their own work independently in any medium or dimension linked to the theme of Skulls/bones.</p>				