

## Brief Overview

### Year 10 – GCSE Art, Craft & Design: Component 1.

The beginning of the GCSE learning journey aims to build on the thinking, exploring, recording and making investigated earlier. Its purpose is to consolidate prior learning and understanding of techniques, skills, knowledge and the key concepts and re-interpret these ideas in their own work with increasing independence making work that records their own personal journey. In the beginning of year 10, students will explore and take part in a variety of skill building workshops where students will develop their technical and practical skills.

Students will understand contextual references and use critical thinking skills to enable them to access assessment objective 1 through studying the work of a diverse range of artists/designers and craftspeople, comparing genres and making connections between their work and the work of others. Students will be able to decode and encode visual language. Students will consolidate technical skills with a variety of processes and materials to access assessment objective 2 through immersion in a wide range of 2D and 3D disciplines, beginning to specialise in their favoured media and ways of working overtime, considering purpose and intention. Students will consolidate drawing and recording skills for assessment objective 3 through learning how to present ideas in a journal/sketchbook or other appropriate means, evaluate and refine methods and consider audience. Students will continue to refine and review work to develop relevant outcomes to access assessment objective 4 through guided sessions building towards an independent and personal response over time. There must be evidence of drawing for intention and appropriate written annotation within each portfolio submission.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Investigating	Exploring	Connecting	Developing	Refining	Resolving
<b>Big Ideas &amp; Core Concepts</b>	Investigating relationships. (Between work and ideas).  Skills building workshops.  #1 Artists tell stories. #10 Art is contradictory and complex.	Exploring relationships (between work and ideas).  Skills building workshops.  #2 Artists follow (and break) rules. #3 Artists play with ideas, materials and failure. #4 Art has its own language.	Connecting work and ideas.  #6 Artists ask questions. #5 Art engages in different ways. #7 Art has value in unequal measure.	Developing new ideas.  #8 Art is not fixed in meaning- context is everything. #9 Art is powerful.	Refining new ideas.  #1 Artists tell stories. #10 Art is contradictory and complex.	Resolving ideas – personal response.  #2 Artists follow (and break) rules. #3 Artists play with ideas, materials and failure. #4 Art has its own language.
<b>Relevant Endpoints</b>	Developing practice with formal elements using accuracy and expression to develop own narrative.  Learning to interpret and express a narrative(stories) in unfamiliar artworks.  Learning that art can be more than one thing at a time – it may contain different narratives at the same time.	Developing practice with formal elements using accuracy and expression to develop own narrative.  Learning to decode a narrative in artworks using visual vocabulary that we know and therefore make connections between ideas.  Learning to independently explore and use new materials and processes.  Learning to push the boundaries of rules by practising accuracy, control and fluency and develop ideas with purpose.	Developing practice with formal elements using accuracy and expression to develop own narrative.  Learning to ask questions about histories and ideas that have gone before.  Learning to develop a personal response.  Learning to question what gives work its value.	Developing practice with formal elements using accuracy and expression to develop own narrative.  Learning to understand how context changes what we know, think and feel about a work or idea.  Learning how art can change perception of the world.  Learning to push the boundaries of rules by practising accuracy, control and fluency and develop ideas with purpose	Developing practice with formal elements using accuracy and expression to develop own narrative.  Learning to decode and express a narrative(stories) in unfamiliar artworks.  Learning that art can be more than one thing at a time – it may contain different narratives at the same time.  Learning to independently explore and use new materials and processes.	Developing practice with formal elements using accuracy and expression to develop own narrative.  Learning to decode a narrative in artworks using visual vocabulary that we know and therefore make connections between ideas.  Learning to independently explore and use new materials and processes.  Learning to explore and push the boundaries of rules by practising accuracy, control and fluency and develop ideas with purpose.

# OCL Art Curriculum: KS4 Long Term Plan



Core Substantive Knowledge (What)	Formal elements - Exploration of practice and application:  Mark making, line, shape, tone, form, colour, texture, pattern, composition and perspective.	Formal elements - Exploration of practice and application:  Mark making, line, shape, tone, form, colour, texture, pattern, composition and perspective.	Formal elements - Exploration of practice and application:  Mark making, line, shape, tone, form, colour, texture, pattern, composition and perspective.	Formal elements - Exploration of practice and application:  Mark making, line, shape, tone, form, colour, texture, pattern, composition and perspective.	Formal elements - Exploration of practice and application:  Mark making, line, shape, tone, form, colour, texture, pattern, composition and perspective.	Formal elements - Exploration of practice and application:  Mark making, line, shape, tone, form, colour, texture, pattern, composition and perspective.
	Materiality: properties and application of materials (drawing, making, collaging, painting, printmaking).  <ul style="list-style-type: none"> <li>• Drawing: Pencil, charcoal, graphite.</li> <li>• Digital: Photography, image manipulation</li> <li>• Printmaking: Monoprinting, lino printing.</li> <li>• Collage: Mixed media, montage.</li> </ul>		Materiality: properties and application of materials (drawing, making, collaging, painting, printmaking).  <ul style="list-style-type: none"> <li>• Drawing: Pencil, charcoal, graphite.</li> <li>• 3D sculpture: Tinfoil sculptures, wire skeletons, papier mache, tissue paper collage.</li> <li>• Painting: Watercolour, Tempera, Acrylic, Oil Paint.</li> <li>• Enlarging: Enlarging composition.</li> </ul>		Materiality: properties and application of materials (drawing, making, collaging, painting, printmaking).  <ul style="list-style-type: none"> <li>• Drawing: Pencil, charcoal, graphite.</li> <li>• Digital: Photography, image manipulation</li> <li>• Printmaking: Monoprinting, lino printing.</li> <li>• Collage: Mixed media, montage.</li> </ul>	
Core Disciplinary Knowledge (How)	Learning to interpret and express a narrative(stories) in unfamiliar artworks.  Learning that art can be more than one thing at a time – it may contain different narratives at the same time.  Learning to independently explore and use new materials and processes.	Learning to interpret a narrative in artworks using visual vocabulary that we know and therefore make connections between ideas.  Learning to independently explore and use new materials and processes.  Learning to explore and push the boundaries of rules by practising accuracy, control and fluency and develop ideas with purpose.	Learning to ask questions about histories and ideas that have gone before.  Learning to explore and push the boundaries of rules by practising accuracy, control and fluency and develop ideas with purpose.  Learning to develop a personal response.  Learning to question what gives work its value.	Learning to understand how context changes what we know, think and feel about a work.  Learning how art can change perception of the world.  Learning to explore and push the boundaries of rules by practising accuracy, control and fluency and develop ideas with purpose.	Learning to interpret and express a narrative(stories) in unfamiliar artworks.  Learning that art can be more than one thing at a time – it may contain different narratives at the same time.  Learning to independently explore and use new materials and processes.	Learning to interpret a narrative in artworks using visual vocabulary that we know and therefore make connections between ideas.  Learning to independently explore and use new materials and processes.  Learning to explore and push the boundaries of rules by practising accuracy, control and fluency and develop ideas with purpose.
	Material properties and application (how different processes and materials produce different outcomes).  E.g., mark making is used for different purposes/ transfer of materials to different surfaces and how this is reflected in the outcome dependent on the skill used).		Material properties and application (how different processes and materials produce different outcomes).  E.g., how media can be mixed and collaged/ how media can be combined and used for different purposes and how these are reflected in the outcome dependent on the skill used).		Material properties and application (how different processes and materials produce different outcomes).  E.g., how different surfaces affect how materials work and how these are reflected in the outcome dependent on the skill used).	

## Brief Overview

### Year 11 – GCSE Art, Craft & Design: Component 1 & 2.

The beginning of the GCSE learning journey aims to build on the thinking, exploring, recording and making investigated earlier. Its purpose is to consolidate prior learning and understanding of techniques, skills, knowledge and the key concepts and re-interpret these ideas in their own work with increasing independence making work that records their own personal journey.

Students will understand contextual references and use critical thinking skills to enable them to access assessment objective 1 through studying the work of a diverse range of artists/designers and craftspeople, comparing genres and making connections between their work and the work of others. Students will be able to decode and encode visual language. Students will consolidate technical skills with a variety of processes and materials to access assessment objective 2 through immersion in a wide range of 2D and 3D disciplines, beginning to specialise in their favoured media and ways of working overtime, considering purpose and intention. Students will consolidate drawing and recording skills for assessment objective 3 through learning how to present ideas in a journal/sketchbook or other appropriate means, evaluate and refine methods and consider audience. Students will continue to refine and review work to develop relevant outcomes to access assessment objective 4 through guided sessions building towards an independent and personal response over time. There must be evidence of drawing for intention and appropriate written annotation within each portfolio submission. Students will be prepared for the externally assessed component (exam) showing independence and mastery in completing a unit of work from start to finish (10hr exam).

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<b>Unit</b>	<b>Consolidation Of Coursework – Drawing, Painting, Printmaking.</b>	<b>Consolidation Of Coursework - Making, Analysis &amp; Evaluation.</b>	<b>Externally Set Assignment (Exam) - Investigating &amp; Recording.</b>	<b>Externally Set Assignment (Exam) – Developing &amp; Recording.</b>	<b>Externally Set Assignment Exam Sessions Held.</b>
<b>Big Ideas &amp; Core Concepts</b>	Connecting work and ideas. #1 Artists tell stories. #10 Art is contradictory and complex.	Exploring and developing new ideas. #2 Artists follow (and break) rules. #3 Artists play with ideas, materials and failure. #4 Art has its own language.	Investigating relationships (between work and ideas). #6 Artists ask questions. #5 Art engages in different ways. #7 Art has value in unequal measure.	Connecting and developing new ideas. #8 Art is not fixed in meaning-context is everything. #9 Art is powerful.	Refining new and developed ideas. #1 Artists tell stories. #10 Art is contradictory and complex.
<b>Relevant Endpoints</b>	Developing practice with formal elements using accuracy and expression to develop own narrative. Learning to interpret and express a narrative(stories) in unfamiliar artworks. Learning that art can be more than one thing at a time – it may contain different narratives at the same time. Learning to independently explore and use new materials and processes.	Developing practice with formal elements using accuracy and expression to develop own narrative. Learning to interpret a narrative in artworks using visual vocabulary that we know and therefore make connections between ideas. Learning to independently explore and use new materials and processes. Learning to explore and push the boundaries of rules by practising accuracy, control and fluency and develop ideas with purpose.	Developing practice with formal elements using accuracy and expression to develop own narrative. Learning to ask questions about histories and ideas that have gone before. Learning to explore and push the boundaries of rules by practising accuracy, control and fluency and develop ideas with purpose. Learning to develop a personal response. Learning to independently explore and use new materials and processes.	Developing practice with formal elements using accuracy and expression to develop own narrative. Learning to understand how context changes what we know, think and feel about a work. Learning to explore and push the boundaries of rules by practising accuracy, control and fluency and develop ideas with purpose. Learning to independently explore and use new materials and processes.	Independent personal response to starting point on exam paper in 10hr exam. Learning to interpret and express a narrative(stories) in unfamiliar artworks. Learning that art can be more than one thing at a time – it may contain different narratives at the same time. Learning to independently explore and use new materials and processes. Learning to interpret a narrative in artworks using visual vocabulary that we know and therefore make connections between ideas.

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	Materiality: properties and application of materials (dependent on personal response).		Materiality: properties and application of materials (dependent on personal response).		Materiality: properties and application of materials (appropriate to selected artist/ideas and starting point).
Core Disciplinary Knowledge (How)	Learning to interpret and express a narrative(stories) in unfamiliar artworks.  Learning that art can be more than one thing at a time – it may contain different narratives at the same time.  Learning to explore and push the boundaries of rules by practising accuracy, control and fluency and develop ideas with purpose.	Learning to interpret a narrative in artworks using visual vocabulary that we know and therefore make connections between ideas.  Learning to independently explore and use new materials and processes.  Learning to explore and push the boundaries of rules by practising accuracy, control and fluency and develop ideas with purpose.	Learning to ask questions about histories and ideas that have gone before.  Learning to explore and push the boundaries of rules by practising accuracy, control and fluency and develop ideas with purpose.  Learning to develop a personal response.  Learning to question what gives work its value.  Learning to independently explore and use new materials and processes.	Learning to understand how context changes what we know, think and feel about a work.  Learning how art can change perception of the world.  Learning to explore and push the boundaries of rules by practising accuracy, control and fluency and develop ideas with purpose.  Learning to independently explore and use new materials and processes.	Learning to interpret and express a narrative(stories) in unfamiliar artworks.  Learning that art can be more than one thing at a time – it may contain different narratives at the same time.  Learning to independently explore and use new materials and processes.  Learning to interpret a narrative in artworks using visual vocabulary that we know and therefore make connections between ideas.
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