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| **GCSE Art Curriculum overview- Edexcel Art and Design** |
| **Core Knowledge:** **1- To know how sources can inspire the development of ideas****2- To know the characteristics and effects of different materials****3- To know and understand how the formal elements are used to communicate ideas****4- To know the different purposes/functions and intentions of art/craft and design in a variety of contexts relevant to students work.** | **Assessment criteria****AO1: Develop ideas through investigations, demonstrating critical understanding of sources.****AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.****AO3: Record ideas, observations and insights relevant to intentions as the work progresses.****AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.** |
|  | **AUT 1** | **AUT 2** | **SPR 1** | **SPR 2** | **SUM 1** | **SUM 2** |
| **YEAR 9****Subject specific skills and processes****Contextual sources:** | **Multiple viewpoints**Drawing- Tonal, composition, observation, gradient, chiaroscuroCollage- texture, composition, assemblage, photoshopPainting- acrylic painting, tints, shade,**Cubism-** Picasso, Braque, Hockney | **Expressive Portraiture:**Drawing- mark-making, line, texture, Design- 2D, composition,ICT- digital editing, croppingPrintmaking- Lino**German Expressionism:** Karl Schmitt, Kathe Kollwitz, Ernst Heckel | **African artefacts:**Drawing- colour, pastel, observationPainting- acrylic,Sculpture- ceramic, pinchpot, slabs, joining, coiling, templates**African Artefacts and primitivism:** Picasso, African artists, Ibraim El saahachi, masks |
| **YEAR 10***Unit 1- personal portfolio- 60%***Subject specific skills and processes** | **Structures and environments**Drawing- charcoal, graphite, pen and ink. Mark making, texture, frottagePrintmakingArtist analysisArtist in contextSketchbook development | **Structures and environments continued:** Personal choice of artist.Painting- Acrylic, projection, blocking in, underpainting, tonal painting, colour theory, colour mixing, tints, tones, opacity, mark making, layering, wet on wet, wet on dry, | **SAFELY CONTAINED- SCULPTURE**Sculpture: Building upon previous skills; joining, shaping, modelling & hollowing; pinch pots, slab building, coiling; using a performer & casting, Clay modelling, Wire/wood structures, Modroc/plaster |
| **YEAR 11**2020-21 class effected by closure so has been adapted. | **Structures and environments**Complete structures and environments- refining and completing. | MOCK EXAM- mini project- Surfaces | **EXAM- UNIT 2- 40 %**• Externally Set AssignmentLearners are guided and supported as they prepare a personal response to the externally set theme. Learners are encouraged to produce supporting studies, developing, refining and recording their ideas towards the final outcome(s). |