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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, chiaroscuro  Collage- texture, composition, assemblage, photoshop  Painting- acrylic painting, tints, shade,  **Cubism-** Picasso, Braque, Hockney | | **Expressive Portraiture:**  Drawing- mark-making, line, texture,  Design- 2D, composition,  ICT- digital editing, cropping  Printmaking- Lino  **German Expressionism:** Karl Schmitt, Kathe Kollwitz, Ernst Heckel | | | **African artefacts:**  Drawing- colour, pastel, observation  Painting- 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, frottage  Printmaking  Artist analysis  Artist in context  Sketchbook 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 Assignment  Learners 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). | | | | |