

GCSE Art & Design

This course is designed to promote learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. The emphasis is on an increased breadth of approach commensurate in demand with the depth of other specialist titles. It is emphasised that the title 'Art, craft and design' is not the same as the title 'Fine Art'. This title offers flexibility in content and approach and the opportunity to explore and create work associated with areas of study from at least two titles listed below. Students undertaking the art, craft and design title are required to demonstrate the knowledge, skills and understanding set out in the introduction to Section 2. Students' are required to demonstrate the ability to realise creative intentions relevant to areas of study drawn from at least two of the following areas:

- Fine art
- Graphic communication
- Textile design
- Three-dimensional design
- Photography
- Critical and contextual studies

Students may explore overlapping areas and/or combinations of disciplines within any of the above areas.

Project One

Natural Form Project

The first project Natural Forms will start at the beginning and finish at the end of the Autumn/Winter term. The first terms project will introduce students to working thematically, using a range of media, and working from observation, referring to work of others and producing a range of outcomes under the theme of natural forms.

The Unit Covers

- Composition
- The Formal Elements
- Oil Pastel workshop
- Acrylic Painting
- Mixed Media
- Print Making
- Watercolour painting
- Observation drawing
- Still life photography
- Art History
- Critical and contextual



Project two

Identity

This course aims to provide the students with a range of workshops which will enable the student to create an art and design portfolio of work which consist of artwork and personal responses to the theme of 'Identity'. Students should finish the SoW (Scheme of work) developing abilities within a wide range of art and design techniques and processes. This SoW aims to engage students by enabling them to explore the identities of others and themselves concluding with a final piece; a personal response to the theme informed by other artists. The workshops throughout the SoW aim to enable students to create work that is informed by others, equally conceptually strong, as visual. Preparing the students for their Art and Design Exam paper in February.

Students will explore line, tone, colour, shape, pattern and proportion within a variety of workshops before developing individual pieces based on their own identity and/or a cultural identity of their own choice informed by the work of other artists, designers or craft workers.

- Critical and contextual
- Printmaking
- Painting
- Small 3D
- Oil painting
- Photoshop workshops
- Photography
- Observational drawing
- Portraiture
- Independent developed visual responses

Assessment

Students will receive verbal feedback in class to support 'Assessment for Learning'. Student will receive written feedback weekly in tracking sheets in their sketchbooks and on Canvas.

Student work and progress will be tracked on a weekly basis and individual learning plan will be organised for students who require extra support to help them to succeed or extra work if they are continuing to flourish and moves steps ahead of others.

Student's feedback and assessment will be done by the 1-9 GCSE assessment criteria of Global academy's chosen exam board Eduqas.

Project Three

Eduquas Exam Brief

Exam Boards Brief

The titles and choice option for the exam project is available to staff in January and is subsequently introduced to students two weeks later after workshops and task and contextual content has been created to support the students in their projects.

Assessment Details

Unit	AO1 Weighting % Marks	AO2 Weighting % Marks	AO3 Weighting % Marks	AO4 Weighting % Marks
Unit 1: Portfolio 60% of GCSE 120 marks	15% 30 marks	15% 30 marks	15% 30 marks	15% 30 marks
Unit 2: Externally Set Assignment 40% of GCSE 80 marks	10% 20 marks	10% 20 marks	10% 20 marks	10% 20 marks
Total Weighting	25%	25%	25%	25%
Total Marks (200)	50 marks	50 marks	50 marks	50 marks

The **overall qualification grade** is calculated by adding together the marks for Units 1 and 2 to give a total mark. This mark will then be converted to the overall GCSE qualification grade using the GCSE qualification grade boundaries established for the relevant examination series.

Unit one consists of the natural forms & Identity projects. Please see below for an explanation of the separate AO'S (Art Objectives):

As part of their studies for Art, craft and design students should aim to present clear evidence of addressing the assessment objectives, as in the following examples.

AO1

- Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary art, craft and design and other sources relevant to their selected areas of study in their own and other societies.
- Explore a wide variety of work produced by artists, craftspeople and designers and the differences in their methods, approaches, purposes and intentions.
- Provide evidence of analytical skills and critical and contextual understanding by appraising, comparing and contrasting the work of relevant artists, craftspeople and designers and other historical and contextual sources, using this evidence to inform their own work.
- Increase awareness of the wide variety of art, craft and design processes and outcomes and the differences between them, including the more utilitarian applications of art, craft and design forms.

AO2

- Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Exercise skilful and safe application of these to maximise creative potential and produce quality outcomes.
- Explore a stimulating and rich variety of resources to initiate and develop innovative ideas. Pay due regard to line, tone, colour, shape, texture and other visual elements and, where appropriate, use drawing to explore and communicate ideas.
- Provide evidence of appropriate depth and breadth of study and employ sensitive control, for example, in refining detail in the design and production of ceramic pieces, or in using tone or colour accurately, or establishing relationships between typography and images.
- Show discrimination in reviewing ideas as work develops. Establish a clear working relationship between working methods and outcomes by documenting significant steps so that final outcomes do not emerge without evidence of the creative process.

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AO3

- Gather, select, organise and communicate information that is relevant to their personal interests as a consequence of careful research and analysis of a rich variety of resources. • Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing, including for example, line, colour, tonal and textural studies, photographs and annotation in sketchbooks, study sheets and/or on tablets or other means, to support personal intentions. • Critically reflect on work as it progresses in order to review what has been learned, acquire deeper understanding and clarify purposes and meanings.
- Consider opportunities, where appropriate, to transfer knowledge, skills and understanding to new contexts. For example, by adapting a small-scale ceramic form to a design for land art.

AO4

- Present personal, imaginative final outcomes that, together with selective evidence of thinking and production processes, effectively realise the student's stated intentions and demonstrate critical understanding of visual, tactile and, where appropriate, other forms of communication.
- Make explicit connections, where appropriate, between the different elements of the submission, including contextual, practical and written responses, presenting work that is meaningful, well-informed and in a sequence that can be easily followed.
- Consider different presentational formats and select the most appropriate for the submission. Due regard should be given to the purpose of the work and how it might engage the interest of an audience. For example, visuals and text can be used to show how an initial idea for a fine art piece could be developed into a poster for a music festival.