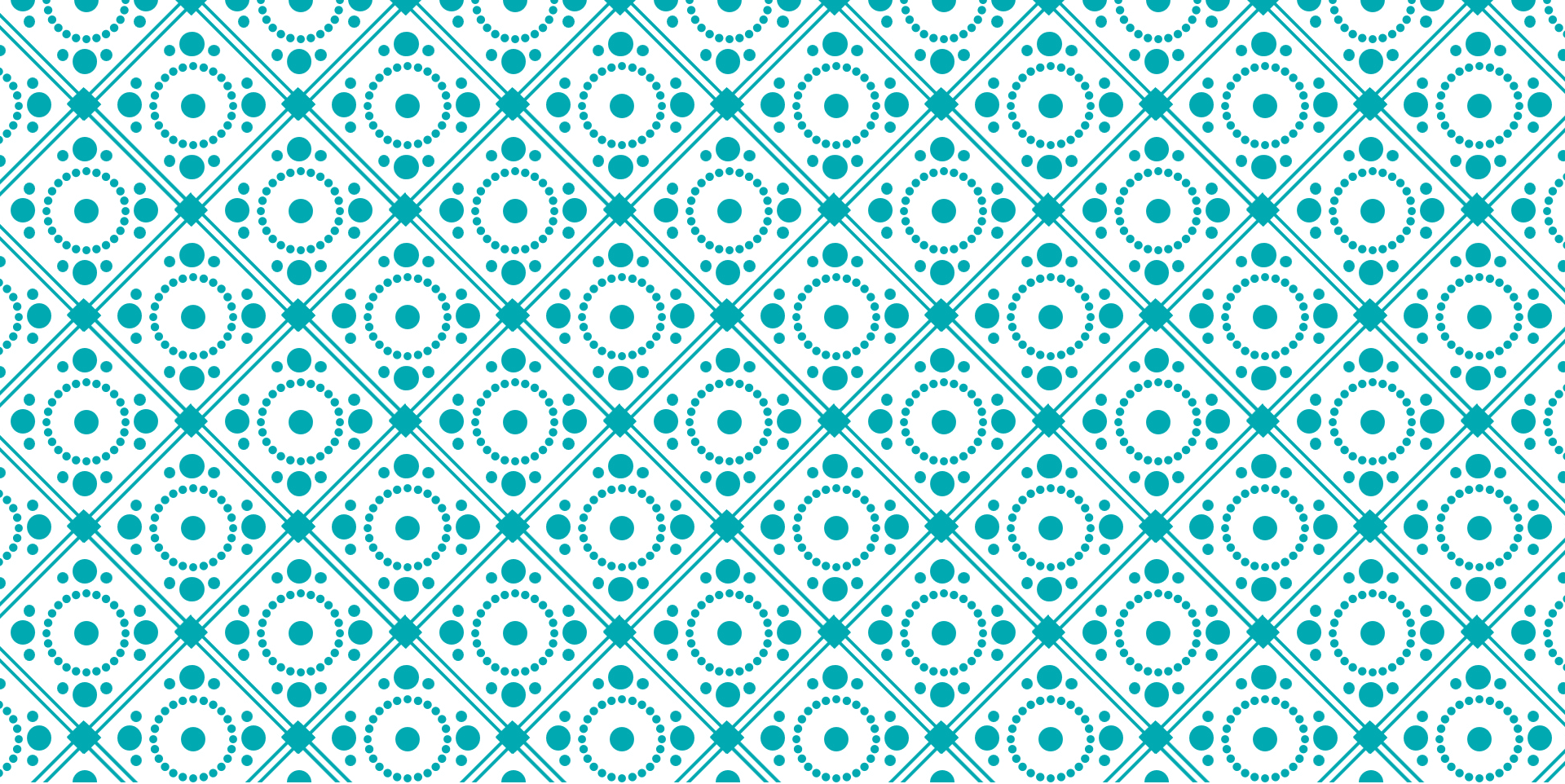


Art GCSE Year 10	Term 1	Term 2	Term 3
Project title	<b>Component 1: 60% of the overall GCSE qualification.</b>		
Approximate number of lessons	30		
Curriculum content	<p>Following the EDEXCEL Art and Design GCSE Specification in Year 10, in their first-year students will be expected to complete a portfolio of work referred to as Component 1, made up from separate projects consisting of sketchbook work and larger pieces that demonstrates their knowledge, understanding and skills. Previous project titles that have been followed in GCSE have been 'Beginning and/or End', 'Movement' and 'Barriers'.</p> <p>Throughout this portfolio of work, students must produce work which adheres to the assessment criteria:</p> <ul style="list-style-type: none"> <li>● <b>Developing ideas through investigations, and demonstrating an understanding of sources (AO1)</b></li> <li>● <b>Refining their work by exploring ideas, experimenting with materials, techniques and processes (AO2)</b></li> <li>● <b>Recording their ideas, observations and insights that are relevant to their work as it progresses (AO3)</b></li> <li>● <b>Presenting a personal and meaningful response / outcome (AO4).</b></li> </ul> <p>During the creation of their portfolio, students will be expected to:</p> <ul style="list-style-type: none"> <li>• <b>Investigate their ideas and use thinking skills to come up with imaginative solutions</b></li> <li>• <b>Record their ideas through writing their thoughts and discoveries</b></li> <li>• <b>Analyse artists' work in written form</b></li> <li>• <b>Take photographs</b></li> <li>• <b>Draw from looking at 'real life' objects</b></li> <li>• <b>Experiment with a variety of media.</b></li> </ul>		
Links to prior learning	<ul style="list-style-type: none"> <li>○ Sketching</li> <li>○ Evaluation of work</li> <li>○ Tone and shade</li> <li>○ Artist Analysis</li> <li>○ Mark Making</li> <li>○ Colour theory</li> <li>○ Risk taking</li> <li>○ Personal opinions developed</li> <li>○ Annotation</li> <li>○ Planning</li> <li>○ Personal outcomes</li> <li>○ Experimenting with materials</li> </ul>		
Cultural Capital Opportunities	<ul style="list-style-type: none"> <li>○ Visit Tate Galleries, London</li> <li>○ Watch Documentary series 'What do Artist do all day?' (Available on YouTube)</li> <li>○ Use Google Arts and Culture App to view artwork and galleries</li> <li>○ Watch BBC Documentary Treasures of the Louvre</li> <li>○ Watch Netflix The Art of Design series</li> <li>○ Visit The Sainsbury Centre for Visual Arts, Norwich</li> </ul>		
Assessment Focus	<p>Edexcel assessment criteria:</p> <ul style="list-style-type: none"> <li>● <b>Developing ideas through investigation (AO1)</b></li> <li>● <b>Exploring materials and techniques (AO2)</b></li> <li>● <b>Recording their ideas (AO3)</b></li> <li>● <b>Presenting a personal outcome (AO4).</b></li> </ul>		



# GCSE KNOWLEDGE ORGANISERS

Edexcel

# A01

## What does the assessment grid say?:

*Develop ideas through investigations, demonstrating critical understanding of sources*

### What can it look like?

- Artist **research**
- Written detailed **analysis** of Artist work
- **Linking ideas** back to the **main project theme**
- **Linking** plans and ideas back to **artists studied**:
- Clear and detailed **annotation**
- **Images** of artist's work.

### Key words:



**Develop:** To move forward. Making progress within an art project. Where you go on from your starting point.



**Investigation:** To look at something close up and in detail. To ask questions and to look at closely to find the answers.



**Critical:** To give your full opinion on something. Positive and negative, weighing up your thinking.



**Sources:** Where our ideas can begin. Artists work or photographs. Something that gives us information.



# A02

## What does the assessment grid say?:

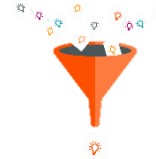
*Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes*

### What can it look like?

- Trying out **materials** and **techniques**
- Taking **risks**
- **Reflecting** on the quality of your own work
- Working to **improve** your **technical skills** in a specific area
- Choosing **materials** which suit your artist.
- **Linking** techniques to artists

### Key words:

**Refine:** To make edits / small changes to work towards improving and fine tune the piece.



**Experimenting:** To try out new ideas or methods. A testing out of something to try and answer a question.



### Media, Materials and Techniques:

The things you use to create you artwork i.e Acrylic paint, Collage, Oil pastels, Charcoal, Watercolours etc.



**Processes:** The practical steps you take to achieve your practical task. The breakdown of how you created a piece of work.



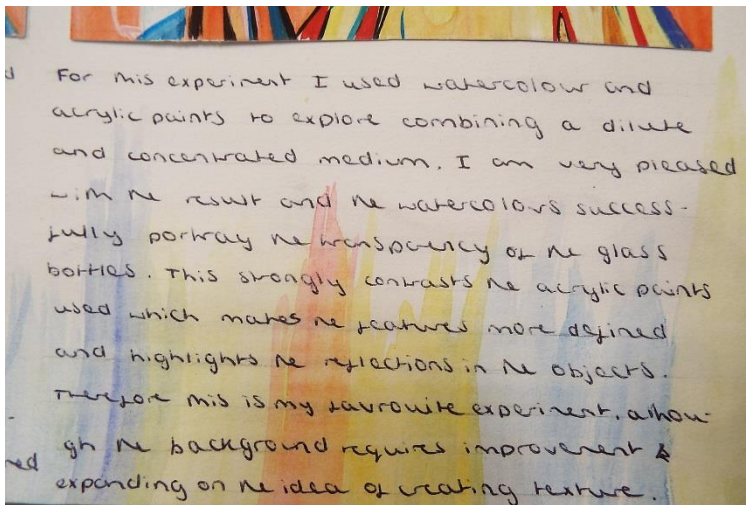
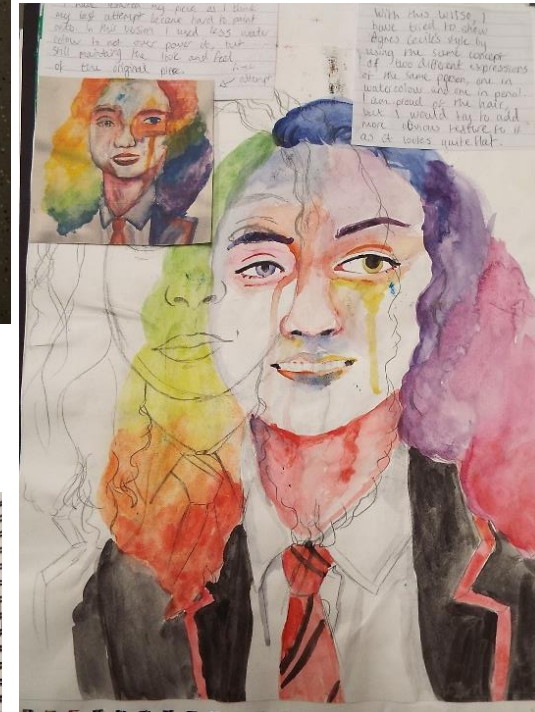
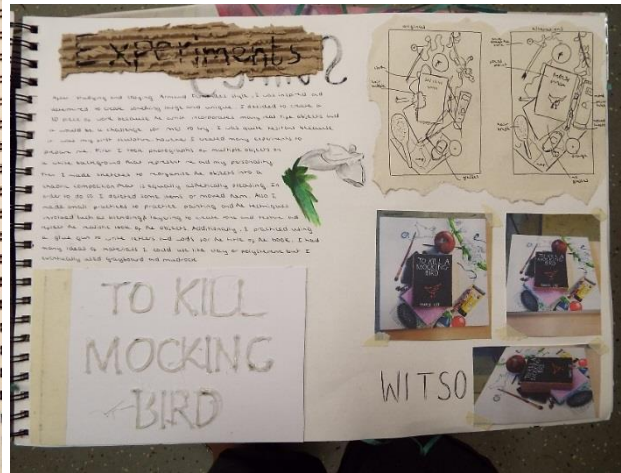


# A02

## EXAMPLES

What does the assessment grid say?:

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes



# A03

## What does the assessment grid say?:

Record ideas, observations and insights relevant to intentions as work progresses

### What can it look like?

- **Drawings** in its broadest sense
- **Photographs** from **primary** sources
- **Detailed** annotation of **practical** work and **artists pieces**
- Clear **plans** for pieces of work and final outcomes
- Projects having a clear direction throughout from start to completion

### Key words:



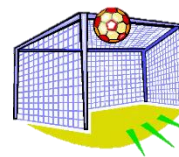
**Record:** To set out your ideas, plans and drawings in your sketchbook for refine later.



**Observations:** To look at something closely and with the plan to notice fine detail. To observe.



**Relevant:** Noting down things which are clearly linking and on target to your project theme. Obvious links to your work.



**Intentions:** The end goal which you are working towards, throughout the project. Clear in all your decision making.

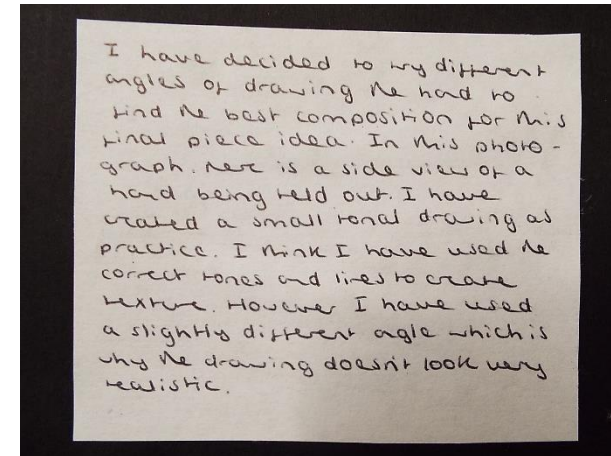
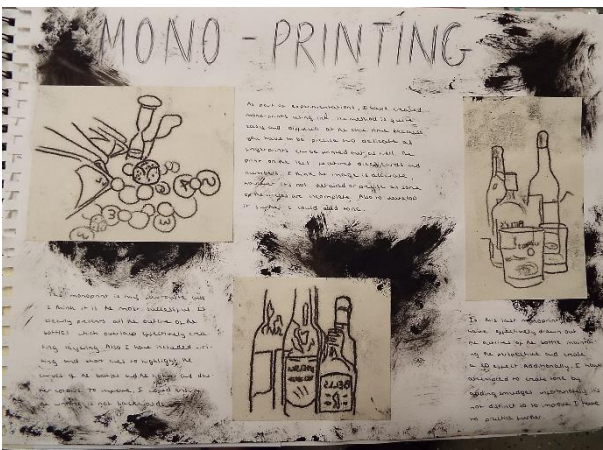
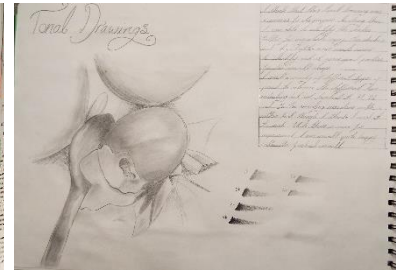
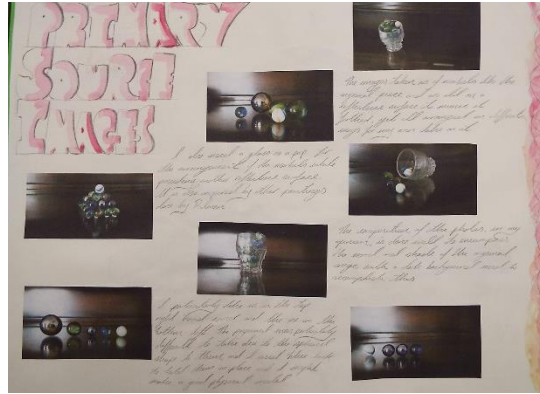
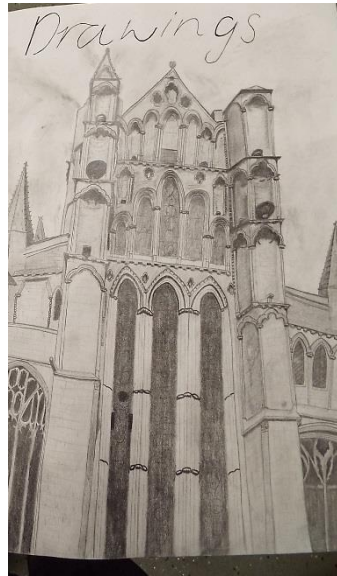
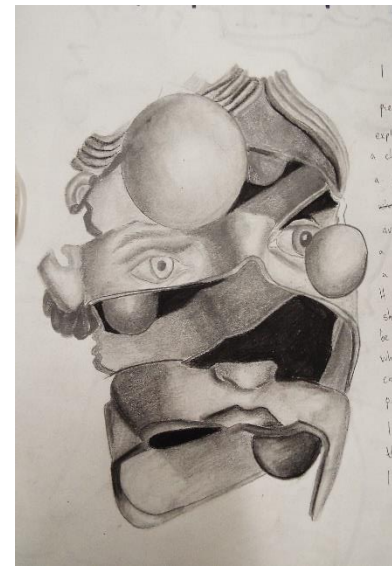


# A03

## EXAMPLE

What does the assessment grid say?:

Record ideas, observations and insights relevant to intentions as work progresses





# A04

## What does the assessment grid say?:

*Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language*

### What can it look like?

- A **clear** final piece **plan**
- An **outcome** which shows **technical** skill
- Work In The Style Of (WITSO) **responding** to artist work
- A final piece which clearly **links** to the project **theme** and **artists** studied
- A **unique** and **independent** take on the project theme

### Key words:



**Personal:** Something that relate to your plans and ideas, individual to how you have researched artists and planned the project.



**Response:** Your reaction to the project theme, artists investigated and materials which you have experimented with during the project.



**Demonstrates:** A Practical way to show how you've researched your ideas and trailed various materials.



**Visual Language:** The way we understand and see meaning in art through the way it looks based on what we can see.

# A04

## EXAMPLES

What does the assessment grid say?:

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

