

CURRICULUM SUMMARY - Fine Art

YEAR 7

Half an academic year

CONTENT

A scheme of work is followed in Year 7 that is centered around the Pre Raphaelites. Pupils will learn skills in mark making, understanding of the art movement, context and technique. Through research of the Pre Raphaelites pupils will complete written work recording facts, thoughts and ideas about the art movement. Pupils will undertake observational drawing and painting inspired by Millais, W H Hunt and Ruskin.

ASSESSMENTS

Pupils are given a target level at the start of the project and then assessed throughout the project by the teacher, by their peers and through self assessment. At the end of the project a level is given which takes all aspects of the project into account.

HOW PARENTS CAN SUPPORT LEARNING

Parents can support learning by logging on to moodle with their son or daughter and checking the scheme of work for this project. The scheme will enable parents to check whether their child is up to date with class work and homework. Parents should support learning by checking any work completed to ensure that standards are high.

YEAR 8

Half an academic year

CONTENT

A scheme of work is followed in Year 8 that is centered around Futurism and will work towards a 3 dimensional clay outcome. Pupils will build on their mark making and drawing skills from year 7 as well as widening their understanding of the context of art. Through research of Futurism pupils will complete written work recording facts, thoughts and ideas about the art movement. Artists studied will include Umberto Boccioni, Giacomo Balla and Sayaka Kajita Ganz.

ASSESSMENTS

Pupils are given a target level at the start of the project and then assessed throughout the project by the teacher, by their peers and through self assessment. At the end of the project a level is given which takes all aspects of the project into account.

HOW PARENTS CAN SUPPORT LEARNING

Parents can support learning by logging on to moodle with their son or daughter and checking the scheme of work for this project. The scheme will enable parents to check whether their child is up to date with class work and homework. Parents should support learning by checking any work completed to ensure that standards are high.

YEAR 9 – EDEXCEL1FA0

CONTENT

Fine Art pupils start their GCSE coursework in Year 9 with the topic Identity. They explore the theme in visual and written forms leading on to observational drawing and recording in a variety of media. They are taught to use a wide range of media, techniques and processes and then to use these in the development of their own personal ideas. Pupils are taught how to use visual language as part of critical analysis of artworks. Over the course of the year ideas are developed and refined through completion of a series of pieces both in their sketchbooks and on larger paper. Year 9 have a mock exam in the summer term which is used to give a realistic experience of the final year 11 timed exam. Pupils plan a larger piece of work for this time and complete it in the 5 hour mock exam.

ASSESSMENTS

Pupils are assessed each term using the Edexcel assessment grid. Alongside this assessment, pupils are given feedback explaining how they can improve their work. During lessons, teachers give detailed feedback during tutorial sessions. Pupils are given a target grade and are regularly asked to evaluate their own work and progress. Work in year 9 forms part of their coursework which counts towards the final GCSE mark. Coursework counts towards 60% of the overall mark.

HOW PARENTS CAN SUPPORT LEARNING

Parents can support learning by reading through the assessment grid and identity project brief with their son or daughter. This is available on moodle and will be stuck into pupil sketchbooks. Parents can also review the sketchbook regularly to see any feedback notes that have been added. In cases where pupils fall behind with work, parental communication is extremely important. Attendance can adversely affect pupil progress so parents can support learning by ensuring that attendance to every lesson.

YEAR 10 – EDEXCEL 1FA0

CONTENT

Fine art pupils continue with the topic of Identity in Year 10. They explore the theme in more detail, expanding their visual and written work, improving the accuracy of observational drawing and recording a growing variety of media. They are taught to use new types of media, techniques and processes and then to use these in the continued development of their best ideas. Pupils are taught how to use ever more sophisticated visual language and to write critical analysis in more detail. Over the course of the year best ideas are identified and refined through a series of pieces both in their sketchbooks and on larger paper. Year 10 have a mock exam in the summer term which is used to give a realistic experience of the final year 11 timed exam. Pupils plan a larger piece of work for this time and complete it in the 5 hour mock exam.

ASSESSMENTS

Pupils are assessed each term using the Edexcel assessment grid. Alongside this assessment, pupils are given feedback explaining how they can improve their work. During lessons, teachers give detailed feedback during tutorial sessions. Pupils are given a target grade and are regularly asked to evaluate their own work and progress. Work in year 10 forms part of their coursework which counts towards the final GCSE mark. Coursework counts towards 60% of the overall mark.

HOW PARENTS CAN SUPPORT LEARNING

Parents can support learning by reading through the assessment grid and identity project brief with their son or daughter. This is available on moodle and will be stuck into pupil sketchbooks. Parents can also review the sketchbook regularly to see any feedback notes that have been added. In cases where pupils fall behind with work, parental communication is extremely important. Attendance can adversely affect pupil progress so parents can support learning by ensuring that attendance to every lesson.

YEAR 11 – EDEXCEL 1FA0

CONTENT

Fine art pupils continue with the topic of Identity in Year 11 up until the end of December after which time the work on their externally set assignment. Over the course of the year final ideas are refined and majority of work is completed on larger paper. The emphasis is on exciting and creative developments. Year 11 pupils complete an ambitious and imaginative final outcome for their identity project bringing their coursework to a close. The externally set assignment is started in January and completed within 8 weeks. This culminates in a 10 hour exam where pupils start and finish their final piece for their exam project. All work is presented in a final exhibition at the end of the year.

ASSESSMENTS

Pupils are assessed each term using the Edexcel assessment grid. Alongside this assessment, pupils are given feedback explaining how they can improve their work. During lessons, teachers give detailed feedback during tutorial sessions. Pupils are given a target grade and are regularly asked to evaluate their own work and progress. Work in year 11 forms part of their coursework which counts towards the final GCSE mark. Coursework counts towards 60% of the overall mark. The externally set exam counts towards 40% of the overall

HOW PARENTS CAN SUPPORT LEARNING

Parents can support learning by reading through the assessment grid and identity project brief with their son or daughter. This is available on moodle and will be stuck into pupil sketchbooks. Parents can also review the sketchbook regularly to see any feedback notes that have been added. In cases where pupils fall behind with work, parental communication is extremely important. Attendance can adversely affect pupil progress so parents can support learning by ensuring that attendance to every lesson.

YEAR 12 – EDEXCEL 9AD0

CONTENT

Fine art pupils are set a personal study project in Year 12 where they choose a theme that is personal and meaningful to them. Over the course of the year pupils work on creative and imaginative developments with a focus on more complex issues. Pupils are taught a range of techniques that build on their prior knowledge, encourage risk taking and lead to assured manipulation of the formal elements. Ideas are developed and refined. Year 12 pupils complete an ambitious and imaginative outcome during a mock exam. Year 12 pupils present all their work in an exhibition at the end of the year.

ASSESSMENTS

Pupils are assessed each term using the Edexcel assessment grid. Alongside this assessment, pupils are given feedback explaining how they can improve their work. During lessons, teachers give detailed feedback during tutorial sessions. Pupils are given a target grade and are regularly asked to evaluate their own work and progress.

Year 12 pupils will work on the A Level 2 year specification. Pupils will start their coursework component 1 (worth 60%) which incorporates three major elements: supporting studies, practical work and a personal study of a minimum 1000 words of continuous prose. This will run from September in year 12 to January in year 13. There will be a mock exam in February which incorporates two major elements: preparatory studies and the 15-hour period of sustained focus.

HOW PARENTS CAN SUPPORT LEARNING

Parents can support learning by reading through the assessment grid and identity project brief with their son or daughter. This is available on moodle and will be stuck into pupil sketchbooks. Parents can also review the sketchbook regularly to see any feedback notes that have been added. In cases where pupils fall behind with work, parental communication is extremely important. Attendance can adversely affect pupil progress so parents can support learning by ensuring that attendance to every lesson.

YEAR 13 – EDEXCEL 9AD0

CONTENT

Fine art pupils continue to work on a personal study project in Year 13 along with an extended writing where they improve on and extend the depth and breadth of their projects with a focus on more complex issues. Pupils are taught a range of techniques that build on their prior knowledge, encourage risk taking and lead to assured manipulation of the formal elements. Final ideas are developed and refined. Year 13 pupils complete an ambitious and imaginative outcome for their personal study project along with a completed extended writing piece demonstrating authoritative contextual research.

ASSESSMENTS

Pupils are assessed each term using the Edexcel assessment grid. Alongside this assessment, pupils are given feedback explaining how they can improve their work. During lessons, teachers give detailed feedback during tutorial sessions. Pupils are given a target grade and are regularly asked to evaluate their own work and progress.

Year 13 pupils will continue to work on the A Level 2 year specification. Pupils will complete their coursework component 1 (worth 60%) which incorporates three major elements: supporting studies, practical work and a personal study of a minimum 1000 words of continuous prose. This will finish in January in year 13. They will then complete component 2 externally set exam project (worth 40%) which incorporates two major elements: preparatory studies and the 15-hour period of sustained focus.

HOW PARENTS CAN SUPPORT LEARNING

Parents can support learning by reading through the assessment grid and identity project brief with their son or daughter. This is available on moodle and will be stuck into pupil sketchbooks. Parents can also review the sketchbook regularly to see any feedback notes that have been added. In cases where pupils fall behind with work, parental communication is extremely important. Attendance can adversely affect pupil progress so parents can support learning by ensuring that attendance to every lesson.

