The Wilnecote School
ENSURING EXCELLENCE

Key Stage 4

Year group:	Topics covered:
Year 10 and 11	At Wilnecote Art and Design students study GCSE through the AQA exam board. We offer 4 specialisms: Fine Art, Graphic Communication, 3D Design, and Photography. All Art and Design specialisms are 100% coursework based and use the following structure and assessment objectives: **STRUCTURE** • **COMPONENT 1:** Portfolio 60% of the final grade is assessed on the student's Portfolio; a collection of tasks that explore a range of media and techniques as well as a sustained project that is structured around the 4 Assessment Objectives. This is completed in lesson throughout Year 10 and the first term of Year 11. In Component 1 (Portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs, and written annotation. • **COMPONENT 2:** Externally Set Assignment 40% of the final grade is an Externally Set Assignment that starts in the January of the examination year and is sustained over four months. Students develop a personal response which will result in an outcome produced in exam conditions in the April/ May time. In Component 2 (Externally Set Assignment) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives. **ASSESSMENT OBJECTIVES** All students are required to cover the 4 Assessment Objectives throughout their Portfolio and Externally Set Assignment. These are planned into the teacher's lessons during the completion of their Portfolios. While in the Externally Set Assignment students have more freedom, they must be aware of evidencing these objectives and take guidance from their teacher. • 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 work progresses. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. **THE FOUR GCSE ART AND DESIGN SPECIALISMS WE OFFER ARE:** **FINE ART**

The aim for this GCSE is for students to build upon their art knowledge and skills to create a collection of work that covers the following:

- Primary and secondary observational drawing skills.
- Mark making techniques in pencil, pen and other media.
- Collagraph printing and its process.
- Mixed-Media.
- Colour theory and colour mixing.
- Techniques and skills in colour pencil, oil pastel and acrylic paint.
- Responding to a primary contextual resource – The Pitt Rivers museum.
- Appropriately presenting and using a sketchbook.
- Collaging.
- Textiles.
- 3D skills in willow.
- Stencilling and spray paint.
- Developing ideas with digital processes.
- Researching art practitioners and eras.
- Annotating their observations and evaluations.
- Studying to the theme of 'natural forms'.
- Studying to other set themes with individual direction.

GRAPHIC COMMUNICATION
The aim for this GCSE is for students to build upon their Art and Design Technology knowledge and skills to communicate to an audience for a wide range of purposes. Students will create a collection of work that covers the following:

- Primary and secondary observational drawing skills.
- Mixed-Media.
- Colour theory and colour mixing.
- Lino and mono-printing.
- Collaging.
- Photography.
- Digital software skills such as GIMP and PhotoPea.
- Photomontage.
- Character design and storyboarding.
- Graphical product research and analysis.
- Annotating recording, ideas and designs.
- Researching design practitioners and eras.
- Annotating their observations and evaluations.

- Studying the purpose and execution of 'Illustration, 'Advertising', 'Packaging' and 'Publication'.
- Studying graphical elements such as 'Typography', 'Brand Identity' and 'Logo design'.
- Studying to other set themes with individual direction.

PHOTOGRAPHY

The aim for this GCSE is for students to enrich their knowledge in the development of photography and explore its wide range of techniques. Students will build upon their analysing, composition and observation skills to create a collection of work that covers the following:

- Primary and secondary observational drawing skills.
- The history of photography and the development of capturing light.
- Exploring photography purposes.
- The visual elements of photography.
- Studio photography and photoshoots.
- PhotoPea skills or similar image manipulating software.
- Mixed media.
- The exposure triangle and using a DSLR camera.
- Product photography, lighting, colour and filtering.
- Photo-journalism and capturing the moment.
- Photo editing.
- Double exposure.
- Annotating their observations and evaluations.
- Researching artists and photographers.
- Studying to the themes of 'Objects', 'Portraiture', 'Narratives' and 'Surrealism'.
- Studying to exam set theme with individual direction.

THREE-DIMENSIONAL DESIGN

The aim for this GCSE is for students to build upon their Art and Design Technology knowledge and skills to produce a range of three-dimensional outcomes for different purposes including product design and art sculpture. Students will explore a range of making media to create a collection of work that covers the following:

- Primary and secondary observational drawing skills.
- Drawing in three dimensions traditionally and digitally.
- Working with wire, clay, card, acrylic and glass.
- Using traditional hand tools and equipment.
- Sampling and modelling.
- Product research and analysis.
- Researching artists and designers.

	- Annotating recording, ideas and designs. - Researching design practitioners and eras. - Annotating their observations and evaluations. - CAD skills using software such as 2D design and Tinkercad. - Laser cutter and 3D printer CAM outcomes. - Annotating their observations and evaluations. - Studying to the theme of 'Containers', 'Accessories' and 'Architecture'. - Studying to exam set theme with individual direction.
Assessment:	**How Will I be assessed at Key Stage 4?**
	SUMMATIVE Specific tasks are identified as Focused assessments and will be graded based on one or more of the 4 Assessment Objectives: Develop, Refine, Record or Present. Though Art and Design courses are assessed holistically i.e., as a whole collection of work, student's still benefit from these focused assessments by familiarising themselves with AOs, the wording of the criteria and the teacher's approach to marking. A student's school-set target grade sets the standard expected and is used to help gauge the progress they are making. If a student is meeting this target grade quite early on in the course the teacher will informally set a higher Art grade for them to aim for. When a task is completed, the teacher makes an entry into a class PLC (Personalised Learning Checklist) using the following codes: Red – missing or incomplete, Amber –working towards expectations, Green – meeting expectations. Wherever possible the teacher will extend a task to challenge a student further. *As Art is a holistic subject, any one task can usually meet two or more of the assessment objectives which the teacher will always consider when awarding an overall grade during the school's monitoring process.* **FORMATIVE** Live verbal feedback is used each lesson, and is our main form of formative assessment. It allows us as teachers to immediately feedback allowing students to make the quickest progress. This is vital in immediately supporting weaker students, encouraging resilience in students, improving confidence and challenging the more able. To accompany verbal feedback, teachers may write feedback for specific tasks on post-it notes guiding students on how to refine work to meet their target grade. The Path to Progress is shared with students before a sustained task so they can independently gauge their current performance and understand how to improve it. Often students reflect on their progress through self or peer assessment using 'WWW's and identifying 'Acts'.