



CHRIST'S COLLEGE

Emmanuel Schools Foundation

COURSE OVERVIEW

KEY STAGE 4 COURSE GUIDE

COURSE OVERVIEW

Course Summary

Course title:	GCSE Art (Fine Art)
Exam board:	AQA
Specification code:	8202

Course Overview

The course is comprised of 60% coursework (Unit 1) and 40% exam (Unit 2) all work contributes to the overall grade.

Component 1 8202/C	Unit 2 8202/X
Structures This is a supporting body of work exploring the theme of natural and manmade structures. Tasks are teacher directed to allow students to develop understanding of the assessment objectives and develop confidence in a range of media and skills.	Preparatory work for exam (externally set assignment) Students receive an exam paper in class and are given 7 starting points, they choose one from which they develop a body of work with the support of the teacher. (as they did in Unit 1) As in the coursework, students produce tasks that meet the assessment objectives.
Personal Project This is a sustained project presented as a portfolio of work where students respond to a theme of their choice from options provided- identity/coasts/food.	Exam This is 10 hours long and completed over 2 days under assessment conditions. During the exam students produce a final piece independently that is informed by their preparatory work.
What's assessed Students develop their coursework in response to 4 assessment objectives, each one is equally weighted. Students must evidence drawing and written annotation. • AO1- develop ideas and show understanding of sources. • AO2- experiment with media and refine ideas and intentions. • AO3- record ideas and intentions. • AO4- present a personal and informed response. • A total of 96 marks are available, each AO is marked out of 24. • Unit 1 is worth 60% of the overall grade.	What's assessed • The preparatory work and final piece are assessed as a body of work in the same way as Unit 1 against the assessment objectives. • A total of 96 marks are available, each AO is marked out of 24. • Unit 2 is worth 40% of the overall grade.



KNOWLEDGE CHECKLIST

The course has a number of Assessment Objectives. These provide the checklist for the course. Students will have opportunities in classroom work, mock examinations and homework to develop work in response to these, developing confidence and understanding as the course progresses.

Students are expected to research and gather source materials independently in order to develop personal bodies of work and develop their understanding of the assessment objectives

Assessment Objective	Descriptor	How students can evidence
AO1	- Develop ideas through investigations. - Show critical understanding of source material in written and visual form.	Research and respond to source imagery including the work of artists- mindmap/moodboard/artist pages
AO2	- Experiment with a range of media, techniques and process. - Explore and refine ideas and intentions through purposeful experimentation.	- Drawing in a range of media - Exploring media and techniques that are relevant to their source materials - Written annotation
AO3	Record ideas, observations and intentions as work progresses.	- Observational drawings from primary and secondary sources - Photography - Written annotation
AO4	- Present a personal and meaningful response. - Realise ideas and intentions - Show understanding of visual language.	- Artist experiments - Development pages - Semi final piece - Final piece - Evaluation



LEARNING STRATEGIES

INDEPENDENT RESEARCH

- Students are expected to build research skills during coursework and preparatory exam work.
- Research allows students to create a personal and informed body of work selecting relevant source material.
- Research can include internet research with the use of Pinterest (source imagery, example work and artists), gallery visits and primary source collection including photography.
- Research allows for the collection of sources that helps with inspiration and the development of ideas.

HOMEWORK

- Art requires a commitment of time outside of the classroom in order to meet the assessment objectives and produce a sustained project. Students are expected to use their homework time for research and the refinement of existing work from lessons.

PLANNING

- Students should build organization strategies in order to manage their workload and to maximise productivity. They should plan for their next steps as they start to produce more independent work.
- Managing workload and balancing quality and pace of work is important, this is especially important in the preparatory work for the exam as the amount of time given is less than the coursework.
- Students will produce a personal and meaningful final piece in the exam time if they have completed their preparatory work and have planned for what they will do, considering media, techniques and process.



LITERACY REQUIREMENTS

Literacy is important for GCSE Art as written annotation of work is a required element of the course. Students need to be able to analyse the work of artists and explain their ideas and intentions as their work develops showing critical understanding of sources and offering their own interpretations. Written work allows students to explain the development of their ideas, their process and evaluate their work.

ESSENTIAL VOCABULARY

Analyse: Examine something in detail (by breaking it down) to understand and explain it.

Acknowledge: To give credit for, recognise, and highlight something, such as a selected source or the work of others.

Apply: To use knowledge, skills and understanding and to employ appropriate techniques when developing and progressing ideas.

Appropriate: Suitable, relevant, applicable to intention.

Consider: To think through, review, reflect on and respond to information or a theme, subject or starting point.

Create: To conceive, make, craft or design something new or invent something.

Compare: Identify similarities and/or differences.

Context: The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.

Contrast: Identify differences.

Convey: Communicate or express an idea, feeling, or information clearly and effectively.

Demonstrate: To show, exhibit, prove or express such things as subject specific knowledge, understanding and skills.

Develop: To take forward, change, improve or build on an idea, theme or starting point.

Deduce: To arrive at (a fact or a conclusion) by reasoning; draw as a logical conclusion.

Define: Explain the meaning or concept of something.

Describe: Provide a detailed explanation or account of something.

Discuss: To consider, talk over or examine something.

Explore: To trial ideas and experiment and discover things in the process.

Emphasise: Give extra importance or prominence to something.

Evaluate: Make a judgement about the amount or value of something based on available evidence.

Evidence: Facts or information indicating whether a belief or proposition is true or valid.

Explain: Provide a clear and detailed account of why something happens, often including reasons and evidence.

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LITERACY REQUIREMENTS

Tier 2 Vocabulary List continued...

Identify: Point out something or establish something specific.

Illustrate: Explain or make something clear by using examples.

Implement: To put a plan or system into effect.

Infer: Work out what is being implied (suggested) using evidence and reasoning rather than from explicit statements.

Interpret: Explain the meaning of something.

Investigate: To enquire into, examine in depth, and/ or analyse the relevance of a chosen subject and associated sources.

Justify: Provide reasons and evidence to support a viewpoint or decision.

Organise: To collect, collate, arrange and combine elements of your work into a clear and logical submission.

Present: To give a response to an idea, theme or starting point that shows a personal, meaningful and organised fulfilment of intentions.

Perspective: A particular attitude or way of regarding something; a point of view.

Realise: To achieve, attain and/ or accomplish your intentions.

Record: To document ideas, thoughts, insights and responses to starting points in visual and written annotated form.

Refine: To improve, enhance and change elements of your work for the better.

Research: To study in detail, discover and find information about.

Relevant: Closely connected or appropriate to the matter at hand.

Response: To produce personal work generated by a subject, theme, starting point or design brief.

Select: To make an informed choice of what to submit for assessment rather than submitting everything produced in the course of study.

Show: To indicate, explain, present and display your thoughts and findings.

Significant: Of importance.

Summarise: Give a brief statement of the main points.



READING LIST

Here's the best of the best in terms of websites you should be regularly visiting.

1. GCSE Art- Bitesize
2. Pinterest- students can follow Christs College Art but it can't be used in school.
3. Saatchi Art
4. Colossal Art
5. Youtube to find tutorials in certain techniques and media to develop skills
6. Discover.creativecareers
7. Future Creatives- Sunderland Culture



CAREER PATHWAY

Further Education Pathways

- **The creative industries are a growing sector and employers value the transferable skills of creative thinking and problem solving that come from the study of art.**
- A Level Art at sixth form colleges or schools
- There are many vocational college courses that support career pathways in the following areas:
 - Design- costume, product, theatre, games, hair, makeup
 - Illustration
 - Teaching
 - Architecture
 - Art therapy
- Local Art Colleges include: Sunderland, Durham Sixth Form Centre, Gateshead, Newcastle and Cleveland College of Art and Design

Higher Education Pathways

- Teaching
- Architecture
- Design- many different specialisms
- Sunderland University
- Durham University
- Newcastle University and Northumbria University



KS4 CURRICULUM PLAN

Next steps/careers

Architecture, Fashion design, Graphic design, Fundraising, Creative industries, Illustration, Fine art, Ceramics, Games design, Animation, Advertising

Street Art

Developing understanding of the characteristics and comparing with vandalism. Looking at local artist Frank Styles and creating a mixed media outcome.

Surrealism

Understanding key ideas of this movement and exploring collage techniques in response.



Developing ideas

I am learning to create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.

Drawing

I am learning to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
To create sketch books to record their observations and use them to review and revisit ideas
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Painting

I am learning to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
To use a range of materials creatively to design and make products
To use painting to develop and share their ideas, experiences and imagination

Developing ideas

I am learning to use drawing, painting and sculpture to develop and share my ideas, experiences and imagination about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to my own work.

A Level Art

Foundation Course Art & Design

Exam Unit

Question chosen by candidate and project developed.

Art Department

Extended Personal Project- Identity or Food

Developing a sustained investigation in response to a chosen theme that meets the assessment objectives AO1 Develop ideas, AO2 Experiment with media, AO3 Record ideas, AO4 Present a personal and informed response.



Visual Elements of Art

Developing knowledge of the 7 elements of art and how to apply them across skills and techniques.



Sculpture

I am learning to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
To create sketch books to record their observations and use them to review and revisit ideas
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Through the study of Art we want students to develop confidence in their identity as artists as they study the key concepts of art, learning to think and create like artists.

We want students to be able to develop their ideas, experiment creatively and draw further inspiration artists in the same way. from the world in order to communicate their thoughts and feelings in a way that has impact and to be impacted by the work of others.

Year 11

Structures- Manmade or Natural

Developing skills and techniques across media and skills in response to assessment objectives- develop ideas, record ideas, experiment with media.

Year 10



Animals

Developing understanding of the work of artists and applying skills and techniques across a range of media and techniques.

Year 8

Landscape

Developing understanding of the work of JMW Turner and Paul Cezanne using pastels and paint.

Year 6

Year 7

Year 5

Year 4

Painting

I am learning to develop my techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
To create sketch books to record my observations and use them to review and revisit ideas
To improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Year 2

Year 3

Drawing

I am learning to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
To use a range of materials creatively to design and make products
To use drawing to develop and share their ideas, experiences and imagination.

Year 1

Sculpture

I am learning to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
To use a range of materials creatively to design and make products
To use sculpture to develop and share my ideas, experiences and imagination

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