

YEAR 11, EDIBLE, ART DEPARTMENT

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Students should have already:</p> <ul style="list-style-type: none"> -Have been exposed to new learning experiences that will have embedded creative knowledge and skills, as well as supporting them to develop their creativity and ideas, consider refinement and how to execute a successful piece of artwork. -They should have developed a foundation level of critical understanding of artists, architects and designers. All of which unpins a clear connection and link to understanding and informing their own artwork and the work of others. <p>They will have practically explored how too:</p> <ul style="list-style-type: none"> -Use sketchbooks to draw, design, investigate, explore, experiment, refine, document, list, review their own work through evaluation, annotation, records observations, generating visual ideas, taking risks, making mistakes, as well as succeed, all of which support building independent learners. <p>They will have explored:</p> <ul style="list-style-type: none"> - Experienced and experimented with a wide range of media: Acrylic paints, watercolours, wire-work, Clay-modelling, Oil Pastel, applied materials to a variety of surfaces, using a variety of application techniques, and gained skills in Observational Drawing, Drawing Techniques, Drawing for Purpose, and ideas, and increased the proficiency in their execution. Developed skills in creative problem solving and finding their own creative voice. 	<p>This scheme is designed to conclude the preparation for final coursework project and prepare pupils for their final Component 2- the Externally Set Assignment.</p> <p>The continual introduction of a wide range of artists, designers, craft makers who are important figures within the contemporary and historical art landscape, is central to continuing to provide a wider foundation to each pupil's creative experience and knowledge.</p> <p>Students will refine and explore:</p> <ul style="list-style-type: none"> -Experimental Mark-making techniques -Firsthand research -Drawing -Mix media studies inks, -Lino printing -Developing presentation skills -Developing how to refine, plan and expand personal creative ideas/concepts. <p>Student supported outcomes;</p> <ul style="list-style-type: none"> -Final piece research -Final piece planning -Final piece creation (final weeks of Nov including December) -Mix media experiments - development of a refined sketchbook. -A resolved final piece 	<p>Proportion Composition Scale / scaling up & down Mark making exploring Idea generation Contextual Conceptual Narrative Automatic (drawing) Painting Layers Tones and detail <i>Opaque / opacity</i> <i>Colour</i> <i>Bold</i> <i>Investigation</i> <i>Critical development</i> <i>Creative style and voice</i></p> <p><i>Links to exam scheme-</i> AO1 AO2 AO3 AO4</p>

The first year of the GCSE (year 10) is divided into 3 projects;

- *Identity (term1)*
- *Natural form (term 2)*
- *Structure (term 3)*

The pupils are required to demonstrate:

-Continued to improve their mastery of art and design techniques (drawing, painting, sculpture) using a variety of materials e.g. pencil, charcoal, paint.

-had some experience of learning about 'great artists, architects and designers in history'.

*The second year of the GCSE (year 11) is divided into 1 project 'Edible,' and a **Externally Set Assignment:***

- *Edible (term 1, set in summer of year 10)*
- *Mock, 5 hrs-10 hrs (term 1, Nov-Dec)*
- *Externally Set Assignment (term 2 Jan to April/May)*
- *Exam 10hrs (April/May)*

Assessment

Assessment and monitoring of class and homework is performed formally and informally at junctures to give time for the students to digest, practise and improve. Students are encouraged to take part in a variety of assessment activities with their own and others' work to deepen the understanding of how marks are awarded, this can be through;

- Oracy for example discussing others or their own artwork.*
- Written reflection e.g. reviewing the work of artists and their own artistic development.*

<p>- Peer review e.g. spending time to share development pointers with a fellow student.</p>		
Challenge and Support:	World wide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<p>The opportunity to challenge one's self and develop creative skills is vast within this KS4 topic. The gcse art scheme is so varied, and gives every student from HPA to LPA an opportunity to respond in a personal and stretched manner. Students will be stretched through the development of their visual skills using techniques such as refined proportion, kinaesthetic connections, expanding knowledge of the colour and tonal use of mark making, exploring the fact we can draw, paint and record everyday.</p> <p>Students can choose varying methods to reproduce artists' work: Tracing / Gridding up / Freehand/Digital..</p> <p>Exemplar examples of final works and sketchbooks from previous students are used to teach how grades are awarded and to give ideas on presentation, content and expected levels of presentation.</p>	<p>Contemporary artists - All of these artists offer a diverse knowledge of the contemporary arts, what is to be a professional artist and contribute to an enriched arts curriculum.</p> <p>Rosiland Monks, is a Swiss artist and illustrator. She explores a wide range of projects. Offers insight into working as a professional artist.</p> <p>Sarah Graham, a British painter who explores colour and scale. She has talked about mental health and the importance of this care.</p> <p>Kate Brinkworth, is a British painter best known for her Photorealist depictions of glossy advertisements, film noir scenes, and shiny candy. Inspired by the films of Hitchcock.</p> <p>Vic Vicini, is an American painter, Whether its vintage cars, rusted out tools, old toasters or retro objects, diners or retro food packaging art, these are thoughts and images that play a strong influence in his art.</p> <p>Michael Craig Martin, is an Irish-born contemporary conceptual artist and painter.^{[1][2]} He is known for fostering and adopting the Young British Artists, many of whom he taught, and for his conceptual artwork, <i>An Oak Tree</i>.</p> <p><small>*Please note contemporary artists can and will be added to the list over a period of time.</small></p> <p>Historical key figure artists: Wayne Thiebaud was an American painter known for his colourful works depicting commonplace objects.</p>	<p>All of the artists highlighted give a wealth of connections to cultural capital. However, throughout there will be links with industry through 'bit sized' videos of 'day in the life of.' This helps to give a wider knowledge of the potential career path.</p> <p>https://en-gb.padlet.com/Empowercareers/hy9vh3qeishlmo52</p> <p>Creative industry</p> <p>Pupils have the opportunity to visit the Norwich Art fair 'Art Fair East,' Norwich and Cambridge, galleries and Museums, such as the Fitzwilliam Museum, Norwich Castle Museum over the KS4 period. Exposing them to professional creative practice and professional arts displays-</p>

		all of which are supported with their own research and analysis.
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> Throughout this scheme each artist, material and technique, support to develop historical creative knowledge. Each artist offers their own personal insight into cultural connections, moral and spiritual topics. The link to one's self through creating and investigating edible, is a great chance for the project to become the students' own, and continues to create cultural connections to their own self and the wider knowledge of other artists. It is not to be underestimated the importance also of 'creating,' and benefits this can bring to focus, well being and creative problem solving too. Many of the artists we study have also overcome a number of personal difficulties, this can be of great interest to students as it helps to build an understanding of personal challenges and goal setting. 	<ul style="list-style-type: none"> <i>This project explores edible and foods offering connections with Food tech, cultural experiences, geography and understanding our foods. It also links to elements of biology.</i> <i>Many of the practical activities offer use of numeracy from measuring out a drawing, to mixing the correct quantities of paint.</i> <i>Throughout this project each student is encouraged to speak out loud about the artists, their artwork, and contribute to discussions.</i> <i>The gcse requires each student to reflect and extend all opportunities for writing and extending their thought process.</i> 	<p>That tracing is 'cheating'. Tracing is a perfectly valid form of drawing, which requires skills in tonal to bring the image alive.</p> <p>Students are urged to use their sketchbooks as a 'working document' where their thoughts and feelings are expressed. Sketchbooks do not have to be impeccable articles, but they do need to communicate a creative journey.</p> <p>The importance of 'refining' an idea. This must be explicit. The final outcome needs to be worked out through a number of pages in a sketchbook, in order to make sense.</p> <p>The written word is more important than ever within GCSE Art and Design. The student must be proficient in explaining their intentions, annotating work and contextualising artists/ movements/ cultures.</p>

		Students are encouraged to show skills across a broad range of media. This needs to be done in, and outside the sketchbook .
Assessment timeline:		
<ul style="list-style-type: none"> • <i>A separate document has been created to show the chronology of the learning journey, with the relevant assessments undertaken</i> • <i>Baseline assessment to establish starting point and introduce the concept of MASTERY STATEMENTS</i> • <i>Feedback 4 assessment every Half Term</i> • <i>Homeworks: SELF / PEER / TEACHER assessed</i> • <i>WAGOLs used regularly, embedded in resources</i> 		
Home learning		
<ul style="list-style-type: none"> • <i>Term 1: Mind-map, Wayne Thiebaud artist research, sketchbook development</i> • <i>Autumn term 2: Final piece planning, sketchbook development and completion- preparation for the final piece and mock exam.</i> • <i>Term 2: ESA artist research, sketchbook development</i> • <i>Spring term 2: ESA Artist research EXAM PREPARATION- SKETCHBOOK DEVELOPMENT AND COMPLETION</i> 		
Feedback		
<ul style="list-style-type: none"> • Feedback 4 as per document • Self / peer and teacher assessment • EDSM, Oral feedback given each lesson 		

EDEXCEL International GCSE Art & Design Assessment Objectives	Limited			Basic			Emerging Competent			Competent & Consistent			Confident & Assured			Exceptional		
	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully	Just	Mostly	Fully
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
AO1 Develop ideas through investigations, demonstrating critical understanding of sources	<ul style="list-style-type: none"> Development of ideas through investigations shows limited ability. The investigation process shows limited critical understanding of the context of own ideas and the sources that have informed them. Attempts are made to analyse and make connections. 			<ul style="list-style-type: none"> Development of ideas through investigations shows basic ability. The investigation process shows basic critical understanding of the context of own ideas and the sources that have informed them. Some understanding of some issues when analysing and making connections. 			<ul style="list-style-type: none"> Development of ideas through investigations shows sound ability. The investigation process shows sound critical understanding of the context of own ideas and the sources that have informed them. Some consideration of issues shown when analysing and making connections. 			<ul style="list-style-type: none"> Development of ideas through investigations shows competent ability. The investigation process shows competent critical understanding of the context of own ideas and the sources that have informed them. Good judgements shown when analysing and making connections. 			<ul style="list-style-type: none"> Development of ideas through investigations shows fluent ability. The investigation process shows fluent critical understanding of the context of own ideas and the sources that have informed them. Understanding of complex issues, heightened analysis, informed connections. 			<ul style="list-style-type: none"> Development of ideas through investigations shows exceptional ability, begins to work beyond the expectations for this level. The investigation process shows exceptional critical understanding of the context of own ideas and the sources that have informed them. Outstanding analysis and connections. 		
AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	<ul style="list-style-type: none"> Limited ability to refine work, driven by insights gained through exploration of ideas and reflection. Ideas are consolidated too early and not fully realised. Limited ability to explore ideas through a process of experimentation and review. Limited ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions, use of media and processes is laboured. 			<ul style="list-style-type: none"> Basic ability to refine work, driven by insights gained through exploration of ideas and reflection. Basic ability to explore ideas through a process of experimentation and review. Basic ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions, use of media and processes lacks subtlety or sensitivity. 			<ul style="list-style-type: none"> Sound ability to refine work, driven by insights gained through exploration of ideas and reflection. Sound ability to explore ideas through a process of experimentation and review. Sound ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions, methodical use of media and processes. 			<ul style="list-style-type: none"> Competent ability to refine work, driven by insights gained through exploration of ideas and reflection. Competent ability to explore ideas through a process of experimentation and review. Competent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions, good use of media and processes. 			<ul style="list-style-type: none"> Fluent ability to refine work, driven by insights gained through exploration of ideas and reflection. Fluent and assured ability to explore ideas through a process of experimentation and review. Fluent ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions, excellent command of media and processes. 			<ul style="list-style-type: none"> Exceptional ability to refine work, informed by insights gained through exploring and reflecting on ideas. Exceptional ability to explore ideas through a process of experimentation and review. Exceptional ability to select and experiment with media, materials, techniques and processes appropriate to personal intentions, begins to exceed expectations for this level. 		
AO3 Record ideas, observations and insights relevant to intentions as work progresses	<ul style="list-style-type: none"> Limited ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Limited ability to record relevant to intentions. Limited use of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> Basic ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Basic ability to record relevant to intentions. Basic use of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> Sound ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Sound ability to record relevant to intentions. Consistent use of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> Competent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Competent ability to record relevant to intentions. Perceptive command of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> Fluent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Fluent ability to record relevant to intentions. Proficient use of skills and techniques while recording from observation, experience and ideas. 			<ul style="list-style-type: none"> Exceptional ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods. Exceptional ability to record relevant to intentions. Working beyond the expected level of skills and techniques while recording from observation, experience and ideas. 		
AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	<ul style="list-style-type: none"> Limited ability to produce a personal and meaningful response. Limited ability to realise intentions. Realisations demonstrate limited understanding of visual language through application of formal elements. Little appreciation of aesthetic consideration in personal style. 			<ul style="list-style-type: none"> Basic ability to produce a personal and meaningful response with a tendency to repeat ideas. Basic ability to realise intentions. Realisations demonstrate basic understanding of visual language through application of formal elements. A lack of technical competency frustrates personal style. 			<ul style="list-style-type: none"> Sound ability to produce a personal and meaningful response. Sound ability to realise intentions. Realisations demonstrate emerging competence in understanding of visual language through application of formal elements demonstrating methodical personal style. 			<ul style="list-style-type: none"> Competent ability to produce a personal and meaningful response. Competent ability to realise intentions. Realisations demonstrate competent understanding of visual language through application of formal elements demonstrating imaginative personal style. 			<ul style="list-style-type: none"> Fluent ability to produce a personal and meaningful response. Fluent ability to realise intentions. Realisations demonstrate fluent understanding of visual language through application of formal elements demonstrating independence and exciting personal style. 			<ul style="list-style-type: none"> Exceptional ability to produce a personal and meaningful response. Exceptional ability to realise intentions. Realisations demonstrate exceptional understanding of visual language through application of formal elements, begins to exceed the expectations for this level. 		

Length of unit (duration indicated in lessons)

YEAR 11

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Autumn 1							Autumn 2								Spring 1						Spring 2				Summer 1					Summer 2								
EDIBLE (MOCK EXAM) Coursework															ESA (Externally Set Assignment)																							