

## KS4 YEAR 10, Identity, ART DEPARTMENT

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p><i>Students should have already:</i></p> <p><i>-Been exposed to new learning experiences that will have taught them to develop their creativity and ideas, and increased the proficiency in their execution. They should have developed a critical understanding of artists, architects and designers, and shown how they can use this understanding to inform their own work.</i></p> <p><i>-Used sketchbooks to draw, design, investigate, explore, experiment, refine, document, list, review evaluate, annotate, record observations, generate ideas, take risks, evaluate, learn to safely fail as well as succeed, and used them to review and revisit ideas</i></p> <p><i>- Experienced a wide Range of media: Acrylic paints, watercolours, wire-work, plaster, Clay-modelling, printing, Oil Pastel, collage, applied materials to a variety of surfaces, using a variety of application techniques, and gained skills in Observational Drawing, Drawing Techniques, Drawing for Purpose, Perspective Drawing, Pop art and elements of Graphic Art.</i></p>	<p><b>This scheme is designed to introduce the pupils to the core concepts and structure of the Art and Design gcse.</b></p> <p>The introduction of artists, designers, craft makers who are important figures within the contemporary and historical art landscape is central to providing a staple foundation to each pupil's creative experience and knowledge.</p> <p>The pupils begin with several weeks of material introduction. This is vital in setting the levels of expectation, material knowledge and providing a connection to what it is like to be an art student, this is also developing independent learning skills.</p> <p>The project 'Identity' is the first of five self supporting projects throughout KS4. All of which aim to foster a great creative language and critical understanding of the creative arts.</p> <p>Students are guided through a wide range of creative skills and disciplines within this project such as: details drawing, mark making, presentation, printing, colour development and understanding of how to apply colour, painting, and mix media.</p> <p>Identity gives an opportunity for each individual to explore 'self' through the concept of self portraits and building a clear stepping stone of how to analyse one's</p>	<p>Proportion Composition Scale / scaling up &amp; down Mark making exploring Idea generation Contextual Conceptual Narrative Automatic (drawing) Painting Layers Tones and detail <i>Opaque / opacity</i> <i>Translucent</i> <i>Blocking out</i></p> <p><i>Links to exam scheme-</i> AO1 AO2 AO3 AO4</p>

*KS3: Included a wide range of art movements and skills, with a clear transition from year 9 into the gcse years. Year 9 was split into 3 main projects:*

- *The figure (Great artists 7)*
- *Pop Art (Great artists 8)*
- *Street Art (Great Artists 9)*

*This included a broad range of activities enabling students to access, progress and enjoy the rest of the Key stage 3 Learning journey, giving a diverse creative learning experience.*

*year 7: The beginning/foundations of the creative KS3 journey*

*year 8 : imagination, design, development and concept*

*year 9 : A deeper dive into the formal elements, contextual studies and The Figure and Portrait.*

*The transition from KS3 to KS4 ideally equips each student with the knowledge and foundations skills to begin investigations into their wider creative development, and forge independent skills for critical and practical subject knowledge to a high standard expected of a gcse pupil.*

*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.*

own portrait and showcase elements of your own character within the image at the same time building on traditional skills such as; drawing, proportion, detail and handling the materials successfully. Throughout this process all visual information will form part of the sketchbook research.

**We will explore over a 14 to 16 week period:**

**Introduction weeks:**

Experimental Mark-making techniques

-Understanding how to use Colour-values, colour wheel.

**Identity project:**

-First hand photography

-First hand drawing from self identity objects

-Reflecting on own work

-Contextual Study:-David Hockney, Andrey Flack.

-Drawing from firsthand-life

-Mix media

-How to create a Final piece, A Self Portrait drawing and or a colour painting or colour study.

**Students will explore;**

A final self-portrait, explore skin tones, the grid method, scaling up, painting with acrylic paints, facial textures, surfaces.

<p><i>-had some experience of learning about 'great artists, architects and designers in history'.</i></p> <p><b>Assessment</b></p> <p><i>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;</i></p> <ul style="list-style-type: none"> <li><i>-Oracy for example discussing others or their own artwork.</i></li> <li><i>- Written reflection e.g. reviewing the work of artists and their own artistic development.</i></li> <li><i>- Peer review e.g. spending time to share development pointers with a fellow student.</i></li> </ul>		
<b>Challenge and Support:</b>	<b>World wide learning/ links to 21<sup>st</sup> century:</b>	<b>Cultural capital/ Industry/ Enrichment:</b>
<p>The opportunity to challenge one's self and develop creative skills is vast within this introduction 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.</p>	<p><b>Contemporary artists</b> - 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><b>Mary Beth McMenzie</b> a female American artist, who explores age and self within her painting.</p> <p><b>Mequitta Ahuja</b> is a young black American painter who explores her own identity and race through her paintings.</p> <p><b>Tom Croft</b> is a British artist who has won a number of prizes and works as a professional artist.</p> <p><b>Oliver Winconek</b> is a British portrait artist who explores the medium of oils through his painting.</p>	<p>Great Artists: Leonardo da Vinci, Vincent Van Gogh, Barbara Hepworth, Franz Marc, Francis Bacon.</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>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><b>Haima Cassell</b> is a British sculptor and ceramicist working in many materials. She was born in Pakistan and now lives in Shropshire.</p>	<p><a href="https://en-gb.padlet.com/Empowercareers/hy9vh3qeishlmo52">https://en-gb.padlet.com/Empowercareers/hy9vh3qeishlmo52</a></p>
<p><b>Historical, Social, Moral, Spiritual, Cultural context:</b></p>	<p><b>Cross curricular links/ literacy/numeracy:</b></p>	<p><b>Common misconceptions:</b></p>
<p>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.</p> <p>The link to one's self through creating and investigating a self portrait, 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.</p> <p>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.</p>	<p><b>Literacy-</b> -Glossary terms to be used regularly.</p> <p>-How to write about artists- Information handouts with challenging subject specific vocabulary to be read aloud/used to extrapolate information for mind mapping and report-writing. Newspaper and internet articles used to filter for useful and accurate information. -Self / peer assessment.</p> <p><b>Numeracy-</b> -Scale &amp; Proportion- Creating a grid, studying Da Vinci's drawings of the proportions of the human body. Mixing paints and correct percentages for certain tones.</p> <p><b>MfL-</b> European Artists.</p> <p><b>Geography-</b> Worldwide artists used as reference.</p>	<p>That a self-portrait is only about a person's likeness. This unit aims to contextualise artwork and understand the motivation of an artist to paint themselves, including the issues that they are concerned with and the World as they see it.</p> <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> <p>Students are encouraged to show skills across a broad range of media. This needs to be done in, and outside the sketchbook .</p>
<b>Assessment timeline:</b> <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>WAGOLLS used regularly, embedded in resources</i>		
<b>Home learning</b> <i>Term 1: Mind-map, David Hockney artist research</i> <i>Autumn term 2: Franz Marc, sketchbook development</i> <i>Term 2: Van Gogh artist research, sketchbook development</i> <i>Spring term 2: Artist research Andy Goldsworthy</i> <i>Summer 1&amp;2: Artist research Barbara Hepworth and sketchbook development, and development of a Final piece evaluation</i>		
Feedback on homework – self / peer & absorbed into feedback 4		
<b>Feedback</b> Feedback 4 as per document Self / peer and teacher assessment EDSM, Oral feedback given each lesson		





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

**Length of unit (duration indicated in lessons)**

## YEAR 10

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									
IDENTITY Coursework															NATURAL FORMS Coursework											STRUCTURE Coursework													

## 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)																							