

# Roundwood Park School



## GCSE Art and Design: Fine Art - Edexcel

Fine Art is the aesthetic, visual communication of ideas, observations and feelings through painting, drawing, print, sculpture and other creative processes.

Aims and objectives:

Students will be required to know and understand:

- How to gather sources and how these inspire the development of ideas
- The ways in which ideas and intentions can be communicated through visual and tactile language, using the formal elements of line, tone, texture, colour, form.
- The characteristics and effects of different media, techniques and materials
- The ways different media, techniques and materials can be used to develop personal, creative intentions/outcomes.
- The different purposes and intentions of art, craft and design.

These will be demonstrated through the practical application of skills and the realisation of intentions.

### Assessment Objectives:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources

AO2: Refine work by exploring ideas, selecting and experimenting with 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 and good command of the visual language.

Year / Term	Unit of Work Component 1: Personal Portfolio (Project 1)	Assessment: On-going assessment and re-assessed at the end of the course
Yr10 Autumn 1	<p><b>NATURAL FORM: A microscopic view on nature:</b></p> <p>Observational drawing, developing understanding and use of tone and pencil</p> <p>Gather reference for this theme and present it in the sketchbook</p> <p>Experiment, take risks and understand the qualities of different drawing media and grounds</p> <p>Create an ongoing digital sketchbook of your work in ppt or google slides.</p>	<p>Work is produced in sketchbooks and loose sheets. This is submitted for on-going feedback.</p> <p>The work in the first term focuses on the following assessment objectives:</p> <p>AO3: recording observations</p> <p>AO2: experiment, review, refine</p> <p>AO1: investigate a theme through researching relevant images</p>
<b>Super Curricular</b>	<p>Create your own sketchbook from different types of paper. Research different ways of making a sketchbook.</p> <p>Visit the Natural History Museum – London or Oxford. Gather information and images of natural form. Notice how objects are displayed.</p> <p>Keep up your practice of ‘a drawing a day’ or a week. This can be a short 15-minute task each day and can be random subject matter or follow a theme of your choice.</p>	
<b>Literacy</b>	<p>Students develop their understanding and use of art vocabulary.</p> <p>Through their written analysis of artists’ work, they develop their literacy skills and descriptive language.</p>	

Year / Term	Unit of Work Component 1	Assessment
Yr10 Autumn 2	<p><b>NATURAL FORM: A microscopic view on nature:</b></p> <p>Developing Painting skills. Explore, experiment with acrylic paints. Develop understanding of colour theory and colour mixing.</p> <p>Research the work of artists such as Georgia O’Keeffe.</p> <p>Develop understanding of how to analyse artists work, using art vocabulary.</p> <p>Start to explore a wider aspect to Natural Form, making more personal choices and gathering high quality images and reference.</p>	<p>AO2: experiment with media, techniques and processes</p> <p>AO1: demonstrate a critical understanding of artists work.</p>
<b>Super Curricular</b>	<p>Go to the library and look at books on Georgia O’Keeffe. Research articles on-line for articles about major exhibitions of her work. Research other artists who use natural form as their subject matter.</p> <p>Learn from You Tube or books about acrylic paint techniques and watercolour techniques.</p> <p>Read up on more advanced colour theory.</p> <p>Research and make your own paints, pigments or dyes. Create your own egg tempera or other types of paint.</p>	

Year / Term	Unit of Work Component 1	Assessment
Yr10 Spring 1	<p><b>NATURAL FORM: A microscopic view on nature:</b>            Explore the theme and develop images into print and 3D  <b>Print:</b> learn the process of reduction lino print.            Experiment with composition, colour and techniques            Research the work of lino-print artists and other printmakers.            Create a photographic diary of your work as it progresses, adding annotation.</p>	<p>Assessment this term focuses on the following assessment objectives. Preparation is submitted in sketchbooks and feedback is given.            AO2 Experiment, Review, refine.            AO3: record the progress of your work and ideas            AO4: a final, personal outcome. (the quality of the final prints)</p>
<b>Super Curricular</b>	<p>Research other print methods, intaglio, monoprint, lithography. Experiment with these in studio time after school            Visit Tring Museum to study the stuffed animals. Do drawings in-situ.</p>	

Year / Term	Unit of Work Component 1	Assessment
Yr10 Spring 2	<p><b>Develop the theme into 3D.</b>            Explore the use of line to create sculptural forms. Reference Peter Randall-Page, Henry Moore, Barbara Hepworth.            Develop art vocabulary linked to 3D form            Experiment with clay as a means of creating sculptural form: hand-building techniques, use of clay as a base from papier mache, clay as a means of creating moulds for plaster.            Reference artists: Kate Malone,</p>	<p>This mini project covers all the assessment objectives. The research and preparation are presented in sketchbooks, experiments and final outcomes of 3D work are submitted for written and verbal feedback.            AO1: analysis of artists and making links to your own work.            AO2: develop skills and techniques in sculpture, taking risks in order to refine techniques.            AO3. Record your understanding and progress through photos, sketches, annotations.            AO4: a final, personal outcome. (a good quality piece of 3D work)</p>
<b>Super Curricular</b>	<p>Use studio time to develop work further or explore more techniques.</p>	

Year / Term	Unit of Work Component 1	Assessment
Yr10 Summer 1&2	<p><b>NATURAL FORM: A personal response</b>            Review the theme of natural form and develop the project further referencing your own area of interest in natural form.            Research images and reference.            Analyse the work of relevant artists            Record observations            Experiment, review and develop ideas. Refine these as they progress            Create a final, personal response to the theme using a process of your choice.</p>	<p>AO1: develop ideas through research, investigating and analysing artists work            AO2: Refine your ideas through exploring ideas, experimenting with media, techniques, processes.            AO3: Record your observations, ideas and insights as it progresses            AO4: present a personal and meaningful response of high quality and skill.</p> <p>At the end of year10, the body of course work is assessed as a whole using all the assessment objectives. Feedback is given on each objective.</p>
<b>Super Curricular</b>	<p>Develop your understanding of art history by creating a sketchbook of research in the form of a timeline.            Research the work from other cultures and times. With a background knowledge, find out which areas of art history interest you.            Visit current exhibitions and read reviews on them. Create a sketch book of your visits to galleries.            Take part in courses run by: National Portrait Gallery, Royal Academy of Art, V&amp;A, Tate gallery, for young students. A lot of these are free and very worthwhile.</p>	

Year / Term	Unit of Work Component 1: Personal Portfolio (Project 2)	Assessment
Yr11 Autumn	<p><b>Mock Exam project</b>            You will be given an old exam paper. This paper gives you a title to use as a starting point for your project and offers several ideas for starting points.            You will go through a process of research and preparation which covers all the assessment objectives and allows you to develop a personal response to the theme.            At the end of the preparation period of approximately 8 weeks, you will create a final outcome over two days (10 hours) in exam conditions.            Between the end of the mock exam and the end of term, time is used to improve any areas of the coursework from year10 and year11.</p>	<p>All the preparation which is in the sketchbook, and the final piece of work is submitted. It is all assessed at the end of the mock exam period, using all 4 assessment objectives. Feedback is given on each of the objectives.</p>

<b>Super Curricular</b>	Visit galleries, museums, venues, to support research. Spend extra time in the art studios experimenting, taking risks and developing work and ideas to a higher level of skill and enquiry.
<b>Literacy</b>	Throughout the coursework, students develop their understanding of art specific vocabulary. They use this knowledge and descriptive language in the analysis of artists work. Students develop their literacy and metacognition skills in the review and evaluation of their own work and progress. Students research the work of artists and are encouraged to read books and articles and texts on art and artists to support their knowledge and understanding.

<b>Year / Term</b>	<b>Unit of Work Component 2: Externally set assignment (ESA)</b>	<b>Assessment</b>
Yr11 Spring term And summer term up to the exam dates	The ESA is set by the exam board. The exam paper gives you a title to work from. It suggests starting points/ ideas, artists and gallery websites to use as reference. You will go through a process of preparation in lessons and for HL similar to the mock exam. At the end of the preparation period, you will create a personal response to the title; the culmination of your planning and preparation. This is a 2-day (10 hour) exam. Your preparation and the final piece are submitted for assessment.	The ESA is assessed using all 4 assessment objectives. This comprises 40% of your final mark. <b>All</b> your other coursework, projects 1 and 2, sketchbooks, experiments, final outcomes is re-assessed using the 4 objectives. This comprises 60% of the final mark. The 2 components of work are presented as an exhibition for both the final internal assessment and the moderation by an Edexcel external moderator.
<b>Super Curricular</b>	Throughout the course and in particular for the ESA, students are expected to visit exhibitions and galleries in support of their work. They are expected to use their initiative in gathering source material, with the aim of carrying out first-hand research of images/objects/photographs rather than relying on second-hand source material from internet searches.	