



Curriculum Plan Key Stage 4

Art

Academic year: 2020/21		Head of department: Mr Freeman (l.freeman@todhigh.co.uk)	
Term 1			
Year 10		Year 11	
<p>Identity</p> <p>Students will be led through an Identity project to enable them to fully experience the creative process, understand the expectations of the exam board and gain the necessary skills, knowledge and understanding needed to fulfil the needs of the assessment objectives.</p> <ul style="list-style-type: none"> Students will gain knowledge of the creative design process at GCSE and will explore the four assessment objectives throughout the Identity project. They will gain knowledge of a variety of artists and other inspirational sources and develop their knowledge of a range of processes, media and materials Pupils will develop their skillsets through experimentation with a range of different materials and processes. They will experience a diverse range of processes across the Art, Craft and Design genres, equipping them with the knowledge, skill and practice they will need to move forward independently Students will gain a greater understanding of the expectations of the exam board. They will have a greater awareness of what constitutes art and will have developed a greater understanding of their own personal strengths and weaknesses. They will understand what it takes to maintain a continually developing body of work, how to make real world connections to the work of others and how to use more of their own interests to inform their outcomes. These skills will enable them to build a strong and personal project for the next term. 		<p>Personal Project</p> <p>Students will initiate a new project that they have designed themselves. This project will show a greater level and comprehension of the knowledge, skills and understanding they have gained throughout the explorative year in year 10.</p> <ul style="list-style-type: none"> Students will increase their overall knowledge of the subject through the exploration of the Art, Craft and Design elements. They have acquired the knowledge and investigative habits necessary to source their own influences and sources of inspiration. Students will enhance their overall skills in being independent. They will develop their research, experimentation and observations skills which will increase their ability to form personal, deep and meaningful final outcomes. Pupils will increase their understanding of the creative process, the expectations of the exam board and have the tools and information to make informed and meaningful connections to their project, themselves and the world around them. 	
Term 2			
Year 10		Year 11	
Students will be exploring and developing a personal project that they have designed and executed themselves.		Students will undertake their externally set assignment from the exam board. They will choose a topic from a predetermined list issued by the exam board and use this as their starting point.	
Term 3			
Year 10		Year 11	
Students will continue to explore and develop a personal project that they have designed and executed themselves.		Students will continue to undertake and eventually complete their externally set assignment from the exam board.	

Homework	
Year 10	Year 11
<p><i>Homework is set at least once a week for GCSE students. It is expected that students spend at least an hour a week on the set task.</i></p> <p><i>Students are welcome to access computers in homework club or art club if needed.</i></p>	<p><i>Homework is set at least once a week for GCSE students. It is expected that students spend at least an hour a week on the set task.</i></p> <p><i>Students are welcome to access computers in homework club or art club if needed.</i></p>
Assessment	
Year 10	Year 11
<p><i>Students work is assessed regularly through:</i></p> <ul style="list-style-type: none"> <i>-continuous verbal feedback in lessons</i> <i>-written feedback on theory and practical work every half term</i> <i>-data checks sent home 3 times a year that track student progression</i> <i>-Application in lesson is assessed through the attitude to learning grade</i> <p><i>The course is assessed as follows:</i></p> <p><i>60% coursework</i></p> <p><i>40% exam</i></p> <p><i>The students will create the coursework element during year 10 and half of year 11. They start their exam project during at the start of the second term of year 11.</i></p>	<p><i>Students work is assessed regularly through:</i></p> <ul style="list-style-type: none"> <i>-continuous verbal feedback in lessons</i> <i>-written feedback on theory and practical work every half term</i> <i>-data checks sent home 3 times a year that track student progression</i> <i>-Application in lesson is assessed through the attitude to learning grade</i> <p><i>The course is assessed as follows:</i></p> <p><i>60% coursework</i></p> <p><i>40% exam</i></p> <p><i>The exam element occurs in January of year 11 and it consists of a project that links to one of the pre-set starting points provided by the exam board. The students undertake an experimental course of preparation exploring the starting point they have chosen, and this culminates in a 10-hour exam which involves students completing a final piece over the course of two full days.</i></p>

How can parents and carers help?	
Year 10	Year 11
<p>Talk to your child about any piece of art. Ask them how you think it was created and why the artist created it. Ask them if it even is a piece of art and why they think this.</p> <p>Encourage them to practise as much as possible and set them challenges to motivate and inspire them. 'Commission' them to create a piece of art for you or someone else.</p> <p>Nurture their talent and encourage them to improve, value their ability and take an open-minded approach should your child wish to be an artist/take up employment in the art world in future.</p> <p>Encourage your child to document as much as they can, photographs of outings, visits and holidays are all information that can support their projects.</p> <p>There are many sites in the North West of England that can be accessed affordably or for free. Take your child to a museum, art gallery or installation.</p>	<p>Talk to your child about any piece of art. Ask them how you think it was created and why the artist created it. Ask them if it even is a piece of art and why they think this.</p> <p>Encourage them to practise as much as possible and set them challenges to motivate and inspire them. 'Commission' them to create a piece of art for you or someone else.</p> <p>Nurture their talent and encourage them to improve, value their ability and take an open-minded approach should your child wish to be an artist/take up employment in the art world in future.</p> <p>Encourage your child to document as much as they can, photographs of outings, visits and holidays are all information that can support their projects.</p>