

GCSE and Arts Award Long Term Plan 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 10 GCSE and Arts Award</p>	<p>Drawing Skills and Painting Skills – Natural Forms</p> <p>Observe and record from a range of objects, such as seed pods, shells, fungi, fruits and vegetables that display different surface qualities, exploring pattern, texture, shape, colour and form</p> <p>Juan Sánchez Cotán and Ernst Haeckel, or the photographs of John Blakemore and Karl Blossfeldt.</p> <p>1. Observational drawings 2. Use of elements of art</p>	<p>Researching an Artist and Arts Providers</p> <p>Observe and research other artists and produce art influenced by the art.</p> <p>Explore a range of arts providers.</p> <p>1. Mind Map/Mood Board 2. Artist Research – 3 Artists 3. Artist Response</p>	<p>Drawing Skills – Close Up</p> <p>Observe and record from a range of natural and manufactured objects. The focus might be on the close up surface qualities of the chosen subject matter</p> <p>Boyle Family, Robert Cottingham, Alison Watt and the photographer Andreas Feininger.</p> <p>1. Artist Response 2. Observational drawing 3. Development of ideas</p>	<p>Mixed Media - Paper Cut outs / Collages</p> <p>Explore collages and develop some of their pieces of art developed from the previous three topics using collage techniques.</p> <p>1. Development of ideas 2. Development of media 3. Review/Refine ideas</p>	<p>Calligraphy and 2D/3D Lettering</p> <p>Explore calligraphy and graphic design and develop some of their pieces of art developed from the previous four topics using calligraphy or graphic design techniques.</p> <p>1. Development of ideas 2. Development of media 3. Review/Refine ideas</p>	<p>Researching an Artist</p> <p>Observe and research other artists and produce art influenced by the art.</p> <p>Explore a range of arts providers.</p> <p>1. Mind Map/Mood Board 2. Artist Research – 3 Artists 3. Artist Response</p>

	3. Development of media					
Year 11 GCSE	<p>Portfolio Human Condition Mirror Images Journeys Identity</p> <p>In this phase students will:</p> <ul style="list-style-type: none"> • document their findings in their preferred format, such as sketchbook pages, mood boards, digital presentation, design sheets and journals • include annotated or written analysis of sources, together with any primary and secondary visual evidence • develop the context of their work through the study of some of the named sources on the task paper, or other sources independently chosen as relevant to the starting point • analyse the work of relevant sources visually and/or through written annotation • use drawing methods and media appropriate to the preferred working methods and chosen context • record their ideas in progress through purposeful annotation or written statements that explain intentions and evaluate work in progress 	<p>Externally set assignment Topics released in January</p> <p>The selection of work chosen for submission must include:</p> <ul style="list-style-type: none"> • coverage of the four assessment objectives • a sustained project evidencing the journey from initial engagement to the realisation of intentions • a selection of further work undertaken during the student’s course of study • evidence of drawing activity and written annotation. 				

	<ul style="list-style-type: none"> • experiment to refine and develop their ideas. Activities could include working with different combinations of materials, the application of techniques, alternative compositions or lighting, and alternative solutions to three-dimensional responses. 					
Year 11 Arts Award	Project A Select a portfolio topic from the options below	Project B Select a portfolio topic from the options below	Project C Select a portfolio topic from the options below	Completing Arts Award Portfolios		

Ideas for Self-Directed Projects.

<ul style="list-style-type: none"> • Aboriginal and native art • Abandoned places • Advertising/Consumption and consumerism, Rich world vs Poor world • Ageing, old and new, decay and change • Animals • Art & Words • Beauty.The beauty myth, Self-image • Beautiful vs Ugly • Bullying • Book illustration and text • Casting Shadows • Colour and mood • Camouflage • Cubism • Carnival and Celebration • Close-Ups • Culture Patterns, objects, traditions: eg: Africa, Asia. Japan • Collections • Contrasts • Dance • Decay • Distortion • Dream/Surrealism • Design eg. clothes/shoes/campaign poster • Depression/Fragility 	<ul style="list-style-type: none"> • Equality • Emotions • Fear and Nightmares Environment • Faces and features • From natural to abstraction • Fantasy • Fragile things • Family • Flowers and plants • Graffiti/murals/Protest messages • Heroes • Identity • Inside out • Insects/butterflies in nature • In The News • Impressionism /light in painting • Illustrate a story • Landscapes • Landscapes of the mind, loneliness, loss • Light/dark • Masks • Magnification and macro • Memory • Music • Mirrors/reflection 	<ul style="list-style-type: none"> • Money /inequality • Metamorphosis/change • Money • Myths and Legends/Magic • Nature • New/old • Opposites • Out of Place • Ordinary vs extraordinary • Paradise • Pattern eg. patterns in nature/repeat patterns/rotational patterns • Planets/Save the planet/Space • Pop Art and Comics • People • Portrait • Rich world-vs-poor world • Reflections • Realism/Surrealism • Refugees/War • Sea /coast • Seasons • Stories and storytelling • Symbolism • Seven Deadly Sins • Self-portrait • Self-image • Selfies 	<ul style="list-style-type: none"> • Secrets/a secret place • Still life • Texture • Time and Space • Time-lapse/freeze frame/movement • Transformation • Tropical vegetation/Jungles • Trash and/or treasure • Through a Window • Ugly/beautiful • Under water • Vegetables and Fruit • Washed-up, things found on a beach • World within a world • Women in Art • Zoom-in/Close-up • Zodiac
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Personal response/realising intentions	Investigate a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Develop a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Consolidate a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Investigate a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Develop a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Consolidate a personal and meaningful response that realises intentions and demonstrates understanding of visual language
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GCSE Year 11 – Assessment Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
	Consolidation of coursework elements – drawing, painting, printmaking	Consolidation of coursework elements – making, analysis and evaluation	Externally set assignment (exam) paper - investigating and recording	Externally set assignment (exam) paper – developing and recording	Externally set assignment exam sessions held
Investigating contextual references/ critical thinking	Students will work independently to complete personal responses to their investigations using the work of others through analysis and evaluating their work and the relevance and role of the work of others in their own	Students will work independently to complete personal responses to their investigations using the work of others through analysis and evaluating their work and the relevance and role of the work of others in their own	Students will respond to their selected theme from the externally set assignment (exam paper). Students will select one theme on which they will select and analyse the work of artists/designers/craftspeople.	Students will respond to their selected theme from the externally set assignment (exam paper). Students will expand independently on the work done in Spring 1 to enable them to develop ideas for the personal response that they will produce in the 10 hr session	Exam preparation – ensuring that all ideas, materials and resources are ready and prepared for the 10hr session
Media/materials/ techniques /processes	Students will select materials and processes relevant to their portfolio journey	Students will use and explore materials and processes relevant to their portfolio journey	Students will select materials and processes relevant to their chosen area of study from the externally set assignment. Students will experiment with a variety of appropriate materials and processes to explore their intentions researching their chosen ESA theme making links to their selected artists and ways of working	Students will select, explore and develop ideas from primary sources materials and processes relevant to their chosen area of study from the externally set assignment	Students will select and practice with materials and processes relevant to their chosen area of study in preparation for the 10hr exam
Recording ideas	Students will complete drawings and recordings in media appropriate to their personal work. This will include description, analysis, and evaluation of their work, ideas and the work of others	Students will complete drawings and recordings in media appropriate to their personal work. This will include description, analysis, and evaluation of their work, ideas and the work of others	Students will complete drawings and recordings in media appropriate to the selected theme. This will include description, analysis, and evaluation of their work, ideas and the work of others researching their chosen ESA theme	Students will refine drawings and recordings in media appropriate to the selected theme. This will include description, analysis, and evaluation of their work, ideas and the work of others, connecting their ideas	Students will continue to refine drawings and recordings in media appropriate to the selected theme. This will include description, analysis, and evaluation of their work, ideas and the work of others, connecting their ideas

Personal response/realising intentions	Complete personal responses in portfolio	Complete personal responses in portfolio. Refine elements of work in preparation for submission	Explore ideas, materials and way of working in response to chosen theme	Prepare to create 'personal response'	Complete a 'personal response' in exam conditions
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