

# **Art, Craft and Design: Combined Titles – GCSE**

## **YEAR 10 and 11 CURRICULUM INFORMATION**

*'Building knowledge, understanding, memory and performance.'*

	Knowledge	Skills
<p><b>What will students be learning?</b></p>	<p>Students will be learning about:</p> <ul style="list-style-type: none"> <li>the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures</li> <li>contemporary and/or historical environments, situations or issues</li> <li>the ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including:               <ul style="list-style-type: none"> <li>colour</li> <li>line</li> <li>form</li> <li>tone</li> <li>texture</li> </ul> </li> <li>the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions and chosen area(s) of study in art, craft and design</li> <li>the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learner's work.</li> </ul>	<p>Students will be learning to:</p> <ul style="list-style-type: none"> <li>develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>apply an understanding of relevant art, craft and design practices in the creative and cultural industries to their work</li> <li>refine their art, craft and design ideas as work progresses through recording, researching, selecting, editing and presenting personal outcomes.</li> <li>record their ideas, observations, insights and independent judgements, in ways that are appropriate to the Art, Craft and Design title, such as recording through drawing and creating images with mixed media.</li> <li>use appropriate specialist vocabulary through either visual communication or written annotation, or both, appropriate to art, craft and design.</li> <li>use visual language critically as appropriate to their own creative intentions and chosen titles and area(s) of study through effective and safe use of:               <ul style="list-style-type: none"> <li>media</li> <li>materials</li> <li>techniques</li> <li>processes</li> <li>technologies</li> </ul> </li> <li>use drawing skills for different needs and purposes, appropriate to the titles and area(s) of study used</li> <li>realise personal intentions in Art, Craft and Design, through the sustained</li> </ul>

	application of art, craft and design processes.	
How will students be assessed?	<p>There are four Assessment Objectives in OCR GCSE (9–1) in Art and Design. Learners are expected to demonstrate their ability to:</p> <p>Assessment Objectives AO1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <ul style="list-style-type: none"> <li>• AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• AO3 Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>• AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul>	
Literacy – What keywords will be taught?	<p>Key Vocabulary will be taught and tested with low stakes quizzes every week. This vocabulary includes but is not limited to:</p> <p>Line Tone Texture Shape Proportion Composition Depth Chiaroscuro</p> <p>Monoprint Linoprint Collograph Polyprint Dry Point Etching Screenprinting</p>	<p>Textiles Stitch Applique Embroidery Sew Freehand</p> <p>Genre Pop Art Op Art Cubism Realism Hyperrealism Abstract Photorealism</p>
What employability skills are being developed?	<p><u>Problem solving</u> <u>Analytical skills</u> <u>Communication</u> <u>Organisation</u> <u>Time management</u> <u>Project Management</u> <u>Creativity</u> <u>Adaptability</u></p>	
	<p>Maths- Drawing using a grid English- Analysing the work of artists considering the use metaphor and symbolism.</p>	

<b>Wider Curriculum Links?</b>	History- Understanding the context in which the artist made work and how it was perceived at the time.
<b>What useful websites are there for this topic?</b>	<a href="#">OCR GCSE (9-1) Art and Design J170-J176 specification</a> <a href="#">GCSE Art and Design - OCR - BBC Bitesize</a> <a href="#">Artists &amp; Themes - The Arty Teacher</a> <a href="#">Tate</a> <a href="#">ARTnews.com – The Leading Source for Art News &amp; Art Event Coverage</a>
<b>What wider reading could be done for this topic?</b>	Art Today - Edward Lucie-Smith The Da Vinci Code - Dan Brown Vincent and Theo - Deborah Heiligman Art Matters - Neil Gaiman A world history of Art - Hugh Honour and John Fleming 50 Women Artist you should know The Guide to Modern Art Terms Girl with a Pearl Earring - Tracy Chevalier
<b>What else can students be doing independently to develop their understanding of this topic?</b>	Students are expected to complete tasks independently outside of lesson time. This will often be completing work started in lesson and sometimes students will be required to research the work of artists or their own ideas to bring inspiration to lesson.