

## 1c. Curriculum Overview: Art & Design



SAINTS PETER AND PAUL  
CATHOLIC HIGH SCHOOL

Year 10 Art & Design			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
AQA GCSE Art & Design Spec	<p><b>Introduction to GCSE.</b></p> <p><b>Life and Death project.</b></p> <p><b><u>What are the students learning?</u></b></p> <ul style="list-style-type: none"> <li>• Revisiting basic skills and formal elements.</li> <li>• Developing observational skills.</li> <li>• How to create an analytical critical study.</li> <li>• How to develop a personal and individual style.</li> <li>• Use of different and more challenging media.</li> <li>• Exploring a range of media in order to make personalised decisions.</li> </ul> <p><b><u>What are the key standardised assessments?</u></b></p> <ul style="list-style-type: none"> <li>• Observed drawing studies.</li> <li>• Critical study: Day of the Dead.</li> <li>• Aspire Assessment: Developed resolved piece.</li> </ul> <p><b><u>What is the standardised homework?</u></b></p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Critical Study.</li> <li>• Bug Drawings on coffee paper.</li> </ul>	<p><b>Exploring experimental media.</b></p> <p><b>Developing Life and Death in a personal and individual way.</b></p> <p><b><u>What are the students learning?</u></b></p> <ul style="list-style-type: none"> <li>• How to develop and extend their ideas by personal research.</li> <li>• Acrylic paint experiments &amp; mini canvas.</li> <li>• Developing ideas into a print design.</li> <li>• Producing creative backgrounds and surfaces to print on experimenting with different media.</li> <li>• Coffee painting.</li> <li>• How to develop a personal response.</li> <li>• How to plan for a mock exam.</li> </ul> <p><b><u>What are the key standardised assessments?</u></b></p> <ul style="list-style-type: none"> <li>• Mini Acrylic canvas.</li> <li>• A set of developed prints.</li> </ul> <p><b><u>What is the standardised homework?</u></b></p> <ul style="list-style-type: none"> <li>• Colour pencil drawings on black paper.</li> <li>• Mock Exam plan/ideas.</li> </ul>	<p><b>Year 10 Mock Exam.</b></p> <p><b>Extended project, using teacher led themes, linking to Life &amp; Death.</b> <b>To be developed in an individual style.</b></p> <p><b><u>What are the students learning?</u></b></p> <ul style="list-style-type: none"> <li>• How to plan and prepare for an exam.</li> <li>• The process of ensuring the work in each assessment objective shows a developing journey.</li> <li>• The understanding of how the assessment objectives link.</li> <li>• Developing independence and decision making.</li> <li>• How to refine and annotate work.</li> </ul> <p><b><u>What are the key standardised assessments?</u></b></p> <ul style="list-style-type: none"> <li>• Mock Exam feedback.</li> <li>• Personalised feedback, as each objective is completed.</li> <li>• Final piece, realising the intentions of each linking objective.</li> </ul> <p><b><u>What is the standardised homework?</u></b></p> <ul style="list-style-type: none"> <li>• Photography / photo manipulation.</li> <li>• Ideas 2 – developed ideas.</li> </ul>

## 1c. Curriculum Overview: Art & Design



PAUL

Year 11 Art & Design			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
AQA GCSE Art & Design spec	<p><b>Personal mini project: Design Sheets</b></p> <p><b>Cultures / Architecture.</b></p> <p><b><u>What are the students learning?</u></b></p> <ul style="list-style-type: none"> <li>• Selecting and exploring a personalised theme.</li> <li>• Developing observations and experiments in a creative and personal way.</li> <li>• How to develop and extend their ideas through personal research.</li> <li>• Exploring 3D/Textiles.</li> </ul> <p><b><u>What are the key standardised assessments?</u></b></p> <ul style="list-style-type: none"> <li>• Experiments.</li> <li>• Final outcome.</li> </ul> <p><b><u>What is the standardised homework?</u></b></p> <ul style="list-style-type: none"> <li>• Observational drawing for design sheet. (To complete all coursework).</li> </ul>	<p><b>GCSE Externally set assignment issued by exam board. 40% of overall grade.</b></p> <p><b>Students will choose a theme to develop from the exam questions.</b></p> <p><b><u>What are the students learning?</u></b></p> <ul style="list-style-type: none"> <li>• The process of ensuring the work in each assessment objective shows a developing journey, towards a purposeful and creative outcome. AO1 DEVELOP AO2 REFINE AO3 RECORD AO4 PRESENT</li> </ul> <p><b><u>What are the key standardised assessments?</u></b></p> <ul style="list-style-type: none"> <li>• In depth feedback at key deadline points, for each AO with time to develop and improve work.</li> <li>• All coursework (60%) will be assessed by the class teacher &amp; standardised in the department.</li> </ul> <p><b><u>What is the standardised homework?</u></b></p> <ul style="list-style-type: none"> <li>• Critical study: Individual choice, linking to Exam Question/theme.</li> <li>• Ideas 2 – developed ideas.</li> </ul>	<p><b>Prepare for Exam.</b></p> <p><b>Formal Exam, usually takes place 2<sup>nd</sup> week after Easter.</b></p> <p><b><u>What are the students learning?</u></b></p> <ul style="list-style-type: none"> <li>• To present a personal and meaningful response to their chosen starting point, that realises their intentions.</li> <li>• Ensuring all Assessment Objectives are completed and an understanding of how the creative journey (their work), links back to the Exam Question &amp; their interpretation of that starting point.</li> </ul> <p><b><u>What are the key standardised assessments?</u></b></p> <ul style="list-style-type: none"> <li>• Exam assessment (40%) and standardisation across all classes.</li> </ul> <p><b><u>What is the standardised homework?</u></b></p> <ul style="list-style-type: none"> <li>• Individually set tasks.</li> <li>• Ensuring all work is completed.</li> </ul> <p><b>ALL MARKS WILL BE SUBMITTED TO AQA EXAM BOARD BY MAY HALF TERM.</b></p>