



Year 11 Art and Design



What have students at St. Crispin's been taught to understand and be able to do?

Year 10

A Portfolio of work is developed using a range of media (drawing, painting, printing and sculpture). These mini projects are completed and presented by the end of June. Following this, personal projects are chosen for the second year of the course specialising in a preferred media and based on a personally motivated theme (this informs the summer work).

Summer project: drawing and gallery work to support personal projects

Year 11

Personal project continues with opportunity for feedback and improvement. This is completed by February. During the Spring term of Year 11, students are provided with a theme to work on from the exam board for the second part of the course. They are required to plan and respond to this theme through sketchbook work and realise their final idea in a 10 hour exam.

Exam Board: Edexcel GCSE Art and Design (Pearson qualification).

Core Knowledge

Learn to analyse their own work and that of Artists/Craftsmen/Designers through critical analysis and show influencing features within their own work.

Through open appraisal in class, learn to be positively critical of their own and others' work, enabling them to become more confident about the standards expected and the ways of achieving them.

Work on long term and high quality projects. Develop an experimental attitude and personal way of working, enjoying their own creativity.

Develop an idea through thorough research and experimentation, from conception to realisation.

Take more responsibility for pushing their own ideas within the constraints of the new techniques used.

Become more aware of their surroundings and culture reflecting on their own attitudes and reactions through their work.

Be able to decide on the media appropriate to the idea being developed and work accordingly.

Core Skills

Drawing:

Working from direct observation (Tone/Line/Structure/Detail/Texture/ Mood). Range of images from detailed studies to large expressive work (range of drawing media) Drawing as a tool - Recording (observation drawing as above). Planning an idea (brainstorming, sketching)

Making drawn references to inform the theme/analyse artwork. Mapping out the composition. Constant refinement of drawing skills throughout the two year course. References/illustrations used to show types of preparation drawings and varied techniques.

Painting:

Handling colour through a variety of media. Focus on water based colour media. Revision of colour interaction - complementary colours, effects of light, tonal qualities of colours. Personal responses to colour - informed/imaginative use of colour encouraged.



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Printing: References/illustrations used to inform colour experimentation and composition structure. Can include collage work but the focus is on linear qualities. Reversing the image - cutting away the highlights, Blocking and sectioning tone, Use of cutting marks to create texture and perspective, Selection/construction of backgrounds to produce different effects.

(If specialising in second year : building up colours/block and screen). References/illustrations used to inform printing techniques and composition structure.

Sculpture:

Focus on sculptural aspects of: 3D qualities and movement in space, positive and negative space, media for purpose, size, texture and colour, refine technical skills in chosen media use of moquettes and sketches. References/illustrations used to inform theme development and sculptural techniques

Sketch-book work:

Thematic enquiry and response. General research, sequential development of a theme and self evaluation, Imaginative and personal responses justified through writing and drawing.

How has learning been assessed?

Year 10: Students are given formative assessments and receive verbal feedback regularly.

Year 11: Students sit a controlled assessment over two days, totaling 10 hours.

Component 1 - Personal Project

Worth 60% of overall grade. Towards the end of Year 10, students begin the personally motivated project (Component 1) based on strengths in aspects explored. This is a long-term project and continues over the summer and into Year 11.

Component 2 - Exam

Worth 40% of overall grade. During the Spring term of Year 11, students are provided with a theme for the second part of the course (Component 2). They are required to plan and respond to this theme. At the end of the course there is a 10-hour controlled assessment.