North Herts

Education Support Centre

Course Title
GCSE Art and Design (Fine Art) (KS4)
Overview
Our aim at NHESC is to deliver a GCSE art curriculum which provides an understanding of the world through an enquiry-based approach. We want out students to explore problems and search for solutions through investigative learning whilst asking questions. At KS4 we develop a broad curriculum to cover the four assessment objectives of Pearson Edexcel (9-1) GCSE in Art and Design (Fine Art) At NHESC our core aim is to build confidence in our students' approach to the subject and provide the opportunity to broaden their subject knowledge, skills and understanding.
Outline of the Course
The general aims and objectives of the Edexcel GCSE course are to… • apply a creative approach to problem solving • consider and develop original ideas from initiation to realisation • analyse critically their own work and the work of others • express individual thoughts and choices confidently • take risks, experiment and learn from mistakes.
Assessment details
The KS4 Art course is based on the Pearsons KS4 specification. The teacher assessment is ongoing where the students complete regularly purple sheet tasks within lessons to consolidate previous learning. Students are assessed using both formative and summative Assessments and are based on four Assessment Objectives: • To develop and explore ideas • To research primary and contextual sources • To experiment with media, materials, techniques and processes • To present personal response(s) to the, externally set theme.
Staff Roles
Teacher – Miss Charalambou
Equipment/Health and Safety
Art equipment will be used in lessons and taking good care of the equipment will be important. Accidents do happen, and if damage to equipment is considered accidental by staff, then parents/carers will not be asked to pay for the equipment. Following all instructions in a practical lesson is paramount to everyone's safety. Students

safety is vital in art lessons and working together will be appreciated.

How will it be examined

The Pearson Edexcel GCSE (9–1) in Art and Design consists of two internally assessed and externally moderated components.
Component 1: Personal Portfolio (internally set) This accounts for 60% of the qualification 72 marks (18 marks for each of the four Assessment Objectives)
Component 2: Externally Set Assignment. This accounts for 40% of the qualification 72 marks (18 marks for each of the four Assessment Objectives)
Students must complete all assessment in May/June in any single year.

Appeals process

If a learner wishes to appeal their final grade NHESC can trigger a remarking of their examination paper(s) by Pearson Edexcel. In most circumstances this will be when the initial mark is within three marks of the next grade boundary.

Curriculum Plan

This table sets out the intended curriculum plan for Art in Key Stage 3. Learning throughout each key stage is carefully sequenced to build on existing knowledge and deepen their understanding of art processes. The curriculum overview for the year takes into consideration the topics the students are covering in our feeder schools.

Year 10

Autumn 1 Drawing - portfolio The use of expressive and descriptive mark-making to record and communicate ideas. The use of a range of drawing materials, media and techniques such as graphite, pastel, charcoal, ink, chalk, digital drawing applications and a range of drawing surfaces.	**Autumn 2** Printing - portfolio The creation of surfaces from which an image can be transferred to communicate ideas. The use of a variety of materials, media and techniques such as linoleum, screen, relief, drypoint, etching and monoprint, using a range of inks and printing surfaces.
Spring 1 Installation The use of controlled environments to create atmosphere, influence perception and communicate ideas. The use of a range of installation materials, media and techniques such as film, projection, live performance, objects, text, audio elements, controlled lighting and designed interior and exterior spaces, static and interactive elements.	**Spring 2** Lens light-based media The use of digital, film and/or video elements such as lighting, time, sound, editing, space and composition to communicate ideas. The use of a range of lens- and light-based media, materials and techniques such as montage, mixed media, installation, animation, studio and location photography, pre-and post-production manipulation.

Summer 1	Summer 2
Land art The creation of site-specific work that uses or accentuates the natural landscape or manmade environment to create atmosphere and communicate ideas. The use of a range of land art materials, tools and techniques such as natural resources, found objects, constructing formations, and manipulation of environmental elements.	Sculpture The creation of form through manipulation of three-dimensional materials to communicate ideas. The use of a range of sculpting materials, tools and techniques such as carving, modelling, joining, constructing and reducing, and transposing two-dimensional images into three-dimensional forms

Year 11	
Autumn 1 Mixed media The combining and manipulating of two-dimensional and three-dimensional media to communicate ideas. The combination of a range of mixed media materials and techniques such as wet and dry media, collage, objects and textiles.	**Autumn 2** Painting The use of expressive and descriptive mark-making to record and communicate ideas The use of a range of painting materials, tools and techniques such as watercolour, acrylic, oil, dyes, brushes, digital painting applications and a range of painting surfaces.
Spring 1 Externally Set Task Exam preparation	**Spring 2** Externally Set Task Exam Preparation
Summer 1 10-hour exam	
Teacher Signature	Date
Student Signature	Date