ART & DESIGN **GCSE AQA SPECIFICATION**

	Outline
September – October half term (Year 10) Component One Portfolio **Project One**	Introduction to the course and expectations. Booklets are provided outlining assessment objectives, top tips, and are illustrated with excellent exemplars. Students will work in an A-3 sketchbook for both class work and homework. Homework compliments and supports their chosen theme. Sketchbooks are an integral part of the coursework portfolio. They are vital to support class work so must be brought into all Art lessons. Component one starts immediately with the first project based around the theme of 'Natural Forms'. Initial studies will include: Producing a mood board of images, ideas and artists as students make their decision on their theme and subject matter. **Annotated**. 1 – 2 pages. An Observational pencil drawing of the natural form of choice (fruits, vegetables, flowers, seed pods, pinecones, shells, bones, bark, fungus, lichen etc) looking closely at the formal elements: line, tone, pattern, texture etc. Taking good quality photographs of selected natural forms, considering carefully how images are composed. Print off **a selection in both colour and black and white** and print all photographs as thumbnails to annotate and describe decisions. **Annotate** A second observational drawing of a different image using a range of media: biro / pen on coffee stained background. Drawing / painting on torn paper backgrounds: jet black, brown, greyscale etc. biro/ Ink / pencil / pencil crayon / watercolour etc using tone. Critical studies of selected and most appropriate artists.
October – December (Year 10)	Colour studies: introduction to new media: acrylic paints / oil pastels / chalks etc. Painting and working onto different surfaces eg: jet black paper. Printmaking: Polyprint / silver foil / monoprint. Grid, A-3 page divided into 3 or 6, draw in different zoomed in images from photos or sections of previous drawings, producing 2 in black and white, 2 in colour and 2 in media of student's choice (eg: papercut), selecting materials / media very carefully. Critical studies of chosen artist/s which must be presented in an imaginative way. Some suggested artists: Kate Atkin, Ernst Haeckel, Karl Blossfeldt, Gretchen Ebersol, Trevor Ashby, Cath Riley, Claire Scully, Lourdes Sanchez, Julia Trickey, William Suran, Brian Nash Gill, Sue Hotchkis, etc. Artists must link with the students own. Student's work in artist's style. Design developments / ideas towards a final composition, students must produce at least 3 different designs and present them creatively. Detailed annotation to explain decisions and processes. This can take the form of a painting, a mixed- media piece, a sculptural form, a textile stitched piece or an illustration. The design can be on canvas, wood, paper, fabric etc. Composition and colours must be considered carefully. Students should work to their strengths. Practice techniques and use and make links to artists influence. At this stage students may have discovered different artists /designers who inspire their chosen subject matter and direction more.
January – March (Year 10)	Produce a series of design ideas. Select the most successful and **start final outcomes by the end of January.**
March – July (Year 10) **Project Two**	Students will be given a list of themes from which they will select their next topic. These will include: **Architecture / The built environment / Cities / urban landscapes etc** **The natural landscape:** Mountains, woodland and forests, the countryside, rivers, seascapes, the coastline.

	Sealife: Under the sea, coral, shells, crustacea, fish, pebbles, seaweed etc. **Still life: The everyday.** **Portraiture:** (this will need evidence of skills and clear direction together with a discussion with the class teacher). Students will start to produce thoughtfully presented visual mind maps and mood boards to evidence their research of images, ideas and artists as they make their decision on their theme and subject matter. These must be annotated, and all sources acknowledged / referenced. Students must choose the theme that most excites them and will provide them with easily accessible resources to photograph and draw from. (2-3 x A-3 pages). Start to take good quality photographs of selected theme, considering carefully how images are composed Printing off **a selection in both colour and black and white** and print all photographs as thumbnails to describe and and explain decisions. **Annotate** An Observational drawing from either direct observation or from your own photograph looking closely at the formal elements: line, tone, pattern, texture etc. Pencil. Drawing in a range of media: biro/pen on coffee stained background, different images in biro/ ink / pencil / pencil crayons etc using tone. Drawing / painting on torn paper backgrounds: jet black, brown, greyscale etc. Critical studies of selected and most appropriate artists. Take more photographs as theme evolves. **Each students work will be assessed and targets set throughout.**
September – October (Year 11)	Continuation of project two. Colour studies: introduction to new media: acrylic paints / oil pastels / chalks etc. Painting and working onto different surfaces eg: jet black paper. Printmaking: Polyprint / silver foil / monoprint. Grid, A-3 page divided into 3 or 6, draw in different zoomed in images from photos or sections of previous drawings, producing 2 in black and white, 2 in co and 2 in media of student's choice (eg: papercut), selecting materials / media very carefully. Critical studies of chosen artist/s which must be presented in an imaginative way. Students work in artist' style. Students will be experimenting with a range of media most appropriate to their theme and the work of the artists' that they are inspired by.
October – December (Year 11)	Design developments / ideas towards a final composition, students must produce at least 3 different designs and present them creatively. Detailed annotation to explain decisions and processes. This can take the form of a painting, a mixed- media piece, a sculptural form, a textile stitched piece or an illustration. The design can be on canvas, wood, paper, fabric etc. Composition and colours must be considered carefully. Students should work to their strengths. Practice techniques and colours, what shapes work best together? Use and make links to artists influence. At this stage a different artist / designer may become more of an influence and suit their chosen subject matter and direction more. Produce a series of design ideas. Select the most successful and **start final outcomes by the middle of November.**

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January – March (Year 11) Component Two Externally Set assignment: 40% of total mark. All component one to be handed in for assessment at the end of April or beginning of May (approximately). End of GCSE course.	Component Two **Externally set assignment: Set by the exam board: AQA.** AQA will provide a separate externally set assignment with seven different starting points. Students must select and respond to ONE starting point from their chosen title. There will be a preparatory period followed by 10 hours of supervised time. The Externally set assignment will be given to the students on the first day back into school in January after the Christmas holidays. The 10- hour exam takes place over 2 consecutive days normally during the week before the Easter holiday. All preparatory work is to be handed in as soon as the 10 hour period begins. The exam counts for 40% of their GCSE level. Once the exam is complete students will then return to complete, refine and modify their component one portfolio projects, and present all work ready for marking ensuring that they address all of the assessment objectives.
	Both the Component One Portfolio and the Externally Set Assignment will be assessed using these four **ASSESSMENT OBJECTIVES :** ○ **AO1: Develop ideas through investigations**, demonstrating critical understanding of sources. ○ **AO2: Refine work by exploring ideas, selecting and experimenting** with appropriate media, materials, techniques and processes. ○ **AO3: Record ideas, observations and insights relevant to your intentions** as work progresses. ○ **AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.**