

GCSE Art Curriculum Overview - Year 10

		Autumn 1 Project 1	Autumn 2 Project1	Spring 1 Project 2	Spring 2 Project 2	Summer 1 Projects 1 & 2	Summer 2 Projects 1 & 2
Learning outcomes/ composite knowledge		To introduce the GCSE course. To have a basic overview of how the course is arranged. The 2 components. Component 1 - requires 2 coursework projects.. Component 2 - The controlled test. To discuss themes. To view some past examples of themes, 2D & 3D work, & annotation	To start to work on the first theme. To start to draw. Once themes are definite, the students will start to research their themes, artists, media & possible ideas..	Choose a second theme. To work on researching themes & artists (AO1) To experiment with ideas & materials (AO2)	To continue to explore ideas for project 2 To focus on working to add content to all 4 assessment objectives To create a journey.	To continue the journey for both projects 1 & 2 To create work to fulfil all 4 Assessment Objectives	To continue the journey for both projects 1 & 2 To create work to fulfil all 4 Assessment Objectives
Knowledge Components	Declarative – knowing what	<ul style="list-style-type: none"> ● To know that the GCSE requires 2 coursework projects for Component 1 ● To know Component 2 is the Controlled test & what that entails ● To know the work for Component 2 (the Controlled Test) will commence at the start of Spring in year 11 ● To know there are 4 assessment objectives (AOs) ● To know what the focus for AO1 ● To know the focus for AO2 ● To know the focus for AO3 	<ul style="list-style-type: none"> ● To know there are 4 assessment objectives (AOs) ● To know what the focus for AO1 ● To know the focus for AO2 ● To know the focus for AO3 ● To know what the focus for AO3 entails, but, this is the only AO which deducts marks for an absence of its requirements' ● To know the focus of AO4 ● To understand that even things that went wrong are a great opportunity to annotate ● To know that all work 	<ul style="list-style-type: none"> ● To know what a mood board is ● To create a mood board, (or, mind map or collage) & add annotations for project 2 ● To know there are 4 assessment objectives (AOs) ● To know what the focus for AO1 ● To know the focus for AO2 ● To know the focus for AO3 ● To know what the focus for AO3 entails, but, this is the only AO which deducts marks for an absence of its requirements' ● To know the focus of AO4 	<ul style="list-style-type: none"> ● To know there are 4 assessment objectives (AOs) ● To know what the focus for AO1 ● To know the focus for AO2 ● To know the focus for AO3 ● To know what the focus for AO3 entails, but, this is the only AO which deducts marks for an absence of its requirements' ● To know the focus of AO4 ● To understand that the work must demonstrate progression & a 'journey' 	<ul style="list-style-type: none"> ● To know which areas of my 2 projects (Component 1) needs focused attention ● To know there are 4 assessment objectives (AOs) ● To know what the focus for AO1 ● To know the focus for AO2 ● To know the focus for AO3 ● To know what the focus for AO3 entails, but, this is the only AO which deducts marks for an absence of its requirements' ● To know the focus of AO4 ● To know how to refer to my intentions - were they realised, 	<ul style="list-style-type: none"> ● To know how to develop ideas through investigations, demonstrating critical understanding of sources ● To know there are 4 assessment objectives (AOs) ● To know what the focus for AO1 ● To know the focus for AO2 ● To know the focus for AO3 ● To know what the focus for AO3 entails, but, this is the only AO which deducts marks for an absence of its requirements' ● To know the focus of AO4

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		<ul style="list-style-type: none"> To know what the focus for AO3 entails, but, this is the only AO which deducts marks for an absence of its requirements' To know the focus of AO4 To understand the term 'journey' in art To understand 'sustained' 	<p>needs to be kept</p> <ul style="list-style-type: none"> To know that this is the 'journey' referred to by AQA 			<p>did they change</p> <ul style="list-style-type: none"> To know how to annotate plans for future development 	<ul style="list-style-type: none"> To know how to self reflect and plan for next steps
	Procedural – knowing how and when	<ul style="list-style-type: none"> To understand the 4 assessment objectives To understand how GCSE Art requires 2 coursework projects for Component 1 To know how to create work for Component 2 (the Controlled Test) To understand how the controlled test will commence at the start of Spring 1 in yr11 To be able to develop ideas through investigations, demonstrating critical understanding of sources (AO1) To know how to refine work by exploring ideas, selecting & 	<ul style="list-style-type: none"> To be able to explore ideas with sketches & drawings To know how AO1 requires students to develop ideas through investigations, demonstrating critical understanding of sources To understand how work will be refined work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes for AO2 To know how to record ideas & insights relevant to intentions as work progresses (AO3) To know how to 	<ul style="list-style-type: none"> To understand that your submission must cover all 4 assessment objectives. To know how AO1 requires students to develop ideas through investigations, demonstrating critical understanding of sources To understand how work will be refined work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes for AO2 To know how to record ideas & insights relevant to intentions as work 	<ul style="list-style-type: none"> To be able to create evidence & ideas for the controlled test To understand the controlled test will be over 10 hours, but in time blocks over different days To know how the project must demonstrate progression & a 'journey' To know how to create a plan for work during the controlled 10 hours 	<ul style="list-style-type: none"> To know which areas of my 2 projects (Component 1) needs focused attention To understand how my sources must be annotated To be able to refer to my intentions - were they realised, did they change To understand how specific vocabulary will demonstrate critical understanding of sources (AO1) & visual language (AO4) To be able to annotate plans for future development 	<ul style="list-style-type: none"> To know how to develop ideas through investigations, demonstrating critical understanding of sources To know that work will be refined by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes To know that it is essential to record ideas & insights relevant to intentions as work progresses To be able to to present a personal & meaningful response that realises intentions & demonstrates

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	experimenting with appropriate media, materials, techniques & processes (AO2) <ul style="list-style-type: none"> • To understand how to record ideas & insights relevant to intentions as work progresses (AO3) • To know how to present a personal & meaningful response that realises intentions & demonstrates understanding of visual language 	present a personal & meaningful response that realises intentions & demonstrates understanding of visual language (AO4) <ul style="list-style-type: none"> • To understand that even mistakes are a great opportunity to annotate • To understand that the 'journey' is never over so annotate ideas for future development 	progresses (AO3) <ul style="list-style-type: none"> • To know how to present a personal & meaningful response that realises intentions & demonstrates understanding of visual language (AO4) 			understanding of visual language
GCSE Art & Design	AQA GCSE Assessment objectives <ul style="list-style-type: none"> • AO1. Develop ideas through investigations, demonstrating critical understanding of sources • AO2 Refine work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes • AO3 Record ideas & insights relevant to intentions as work progresses • AO4 Present a personal & meaningful response that realises intentions & demonstrates understanding of visual language 					
Common misconceptions	I've got loads of time left. It only gets serious after Easter	I've done drawings, annotation & some painting - thats got to be enough for this project.	I've done research & artists for project 1		Is there a summer exam?	What will we do in year 11 if we've done two projects this year?