

UCC - Year 11 Scheme of Learning: Art Dept GCSE Art and Design

This programme of study is constantly updated, this is the most recent version. Work will be presented in sketchbooks and larger scale pieces in 2D and 3D. Due to the practical nature and resource demands of the subject, projects will be staggered throughout the year. This document shows the details of the topics but not necessarily in the correct order.

Autumn	Theme	Mock Exam	Refining coursework		
	Topic	The mock exam introduces students to the format of the real exam, whereby they are given a choice of questions to respond to in approx. 7 weeks leading up to a al piece conducted under exam conditions. Again it is essential that they respond to each of the 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 intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Time to refine each of the three coursework projects (the mock exam is now the 3rd coursework project)		
	PSHE Literacy Numeracy	The art world is one which embraces different cultures, sexuality, ethnicity; as such, tuition of students draws upon the widest possible selection of art practitioners and students can see just what a valuable contribution they make to society. Trips to national and local art galleries also form an important element of developing cultural capital. Practicing art is linked to good mental health. The developmental process helps students to develop resilience and problem solving - supporting employability. Students are introduced to a wide range of CIAG possibilities in the creative industries, though trips and visitors. Literacy - Annotation of work is an important feature of GCSE. Students are guided to develop effective annotation, reflecting on what, how and why. They are encouraged to use a wide vocabulary when reflecting on their own work and the work of other artists. Highlighting SPAG is a feature of teacher feedback. Annotation is a marked element of the course. Numeracy- numeracy is embedded within art practice, we use measurement, proportion, scale, perspective, shape, pattern, repetition. We embed numeracy by ensuring students are introduced to, and use, the correct mathematical terms.			
Spring	Theme	Externally Set Assignment	Coursework		
	Topic	Students given the actual exam paper at the beginning of the spring term. They have approx. 9/10 weeks to complete the prep work responding to one of the questions ensuring they cover all of the assessment objectives. This culminated roduction of a final piece in exam conditions in the art rooms. Again it is essential that they respond to each of the 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 intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Time to refine each of the three coursework projects, culminating in the exhibition of both coursework and exam projects		
	PSHE Literacy Numeracy	Please see statement in Autumn term			
Summer	Theme	Coursework			
	Topic	Time to refine each of the three coursework projects, culminating in the exhibition of both coursework and exam projects			
	PSHE Literacy Numeracy	Please see statement in Autumn term			