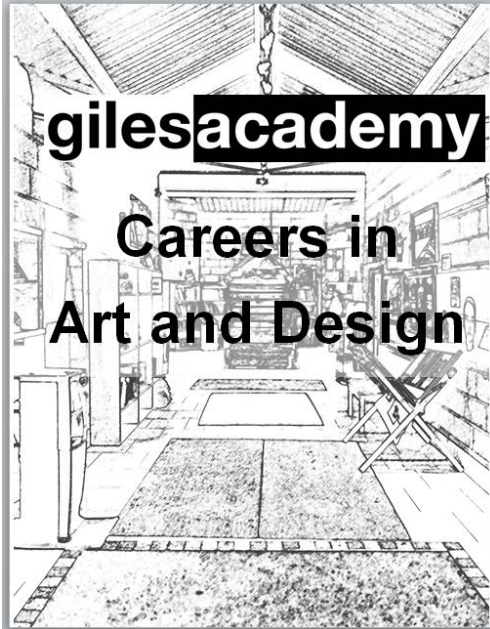


Title – Art, Craft and Design			
For more information, please consult: Mrs A Butler or Edexcel/Pearson online			
HOD name, job title and email - A Butler Head of Art and Design AButler@gilesacademy.co.uk			
Examination Board: Edexcel			
Qualification: GCSE			
Tiers: N/A			
Grades: 1-9			
Why study subject name? / Learning Aims / Learning Objectives			
<p>Art, Craft and Design is a popular subject in KS4. Art, Craft and Design is an interesting and Challenging subject that will prepare you well for a broad range of careers in the arts. If you are interested in working within the arts or would just like to have a subject that is different to your other subject choices and allows creative freedom then Art, Craft and Design is the choice for you. You will be introduced to a variety of skills such as 2D, 3D, Animation, Set Design and Mixed Media. You can bring your own interests where appropriate into the subject and produce a variety of visually interesting and stimulating pieces of work.</p> <p>Learning Aims: To gain a critical understanding of various art practitioners. How to use a variety of media and techniques within Art, Craft and Design. Develop and push creative skills.</p>			
What will I be learning and progressing to each year?			
Year	Key Knowledge	Key Skills	Key Vocabulary
9	2D Materials (Refining, introduction of new) 3D Materials (Refining, introduction of new) Animation skills, and new computer software Understanding how to build a personal portfolio ready for Year 10. Critical understanding of Artists work	Drawing Painting Sculpture Analysing Literacy Research Animation Storyboards	Surface, texture, tone, sculpture, Mixed Media, Form, Animation, Portfolio, Analysis, Develop, refine, record, Stop motion, Photography, Storyboards

<p>knowledge organiser – Based around the 4 assessment objectives.</p>	<p>Homework – All individually set based around current point in project work.</p>	<p>Vocabulary - – A full Vocabulary list will also be available on the Giles Academy website.</p>																		
<p>The content of your curriculum in this academic year for your subject – Students are introduced to basic theatre design and set making and then designing stage sets and props for the school Christmas Pantomime and the summer summer whole school production. Students will also move onto Stage Make-up – creating and applying the make-up for the school productions. Year 9 Art, Craft and Design students will also be introduced and start work on their Bronze Artsaward. Upon completion students have the choice to move onto Silver into Year 10 or leave with just the Bronze.</p>																				
<table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 15%; text-align: left;">Students must:</th> <th style="width: 65%;"></th> <th style="width: 20%; text-align: center;">% in GCSE</th> </tr> </thead> <tbody> <tr> <td>A01</td> <td>Develop ideas through investigations, demonstrating critical understanding of sources</td> <td style="text-align: center;">25</td> </tr> <tr> <td>A02</td> <td>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</td> <td style="text-align: center;">25</td> </tr> <tr> <td>A03</td> <td>Record ideas, observations and insights relevant to intentions as work progresses</td> <td style="text-align: center;">25</td> </tr> <tr> <td>A04</td> <td>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</td> <td style="text-align: center;">25</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>			Students must:		% in GCSE	A01	Develop ideas through investigations, demonstrating critical understanding of sources	25	A02	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	25	A03	Record ideas, observations and insights relevant to intentions as work progresses	25	A04	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	25	Total		100%
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<p>Students will also be introduced to the four Assessment objectives above and how they can structure a project to meet those objectives.</p>																				
Year	Key Knowledge	Key Skills	Key Vocabulary																	
10	<p style="text-align: center;">Understanding of building their Personal Portfolio Understanding the Assessment objectives Understanding the time frames</p>	<p style="text-align: center;">Drawing Painting Sculpture Analysing Literacy</p>	<p style="text-align: center;">Surface, texture, tone, sculpture, Mixed Media, Form, proportion, Portfolio, Analysis, Develop, refine, record, puppetry, Animation</p>																	

		Research Animation Puppetry	
	knowledge organiser – Based around the 4 assessment objectives	Homework - All individually set based around current point in project work.	Vocabulary - A full Vocabulary list will also be available on the Giles Academy website.
	The content of your curriculum in this academic year for your subject – Students will be introduced into Puppet design and construction and more advanced stop motion animation. Students will be asked to produce a project starting their personal portfolio based around puppetry and stop motion animation. All outcomes must be individual and meet all the assessment objectives. Students will then move onto set design and stage make-up within their personal portfolio and produce another project to complete the 60% of their overall GCSE grade based around the school productions.		
Year	Key Knowledge	Key Skills	Key Vocabulary
11	Understanding of building their Personal Portfolio Understanding of building their Externally Set Assignment Understanding the Assessment objectives Understanding the time frames	Drawing Painting Sculpture Analysing Literacy Research Animation Stage make-up	Surface, texture, tone, sculpture, Mixed Media, Form, proportion, Portfolio, Analysis, Develop, refine, record
	knowledge organiser – Based around the 4 assessment objectives	Homework - All individually set based around current point in project work.	Vocabulary - A full Vocabulary list will also be available on the Giles Academy website.
	The content of your curriculum in this academic year for your subject – Students will begin with their final Personal Portfolio project which they will complete as their Pre Public Examination in December. This work will complete their Personal Portfolio and 60% of their GCSE course. In January the Examination board will release the Externally Set Assignment (Final 40%) and students will be given this title straight away to begin working on. This Assignment is delivered and completed in exactly the same way as the Personal Portfolio but will		

	have a shorter time frame for completion. The Examination will usually take place late April or early May. Students will be required to be in Examination conditions for 10 Hours supervised by an art specialist producing a planned response to the Examination title.
How will my work be assessed? / assessment components / frequency / term	
Y9	Once termly using GCSE assessment mark sheets complimented with green sticker on back of assessment sheet. Verbal feedback provided continuously.
Y10	Once termly using GCSE assessment mark sheets complimented with green sticker on back of assessment sheet. Verbal feedback provided continuously.
Y11	Personal Portfolio project will be marked on three occasions. Once to provide formative feedback using both the GCSE assessment mark sheet and green sticker. Repeated after pupils complete their PPE and once more without feedback once pupils have made their final improvements. These final marks are given to exam board. During the pupils exam preparation their work will be assessed once using the GCSE assessment mark sheet and the green sticker to provide feedback. Their work will be formally assessed again upon completion of two day sustained focus exam, with these marks being provided to the exam board. Pupils will receive verbal feedback continuously.
Extra-curriculum activities / Trips / Work experience / Community cohesion / Events participation	
Trips to art galleries when available. For Year 10 and Year 11 pupils lunchtime intervention to help further pupils work is available. Through negotiation with classroom teacher after school art sessions can be arranged. For Year 11 pupils holiday intervention is made available in the October Half term, February Half Term and the Easter Holidays to further help support the pupils work.	
What would this subject enable me to do when I finish school? / Career Paths	
A range of career options can be found in our Careers booklet.	



How parents or other members of the public can find out more about the curriculum your subject is following
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

Examples of pupils work on the schools Flickr account <https://www.flickr.com/photos/130038364@N07/albums>

Image