

<b>Course Title</b>
<p align="center"><b>Key Stage 4 GCSE Art and Design</b></p> <p>Students in Key Stage 4 study towards the Pearson Edexcel (9-1) GCSE in Art and Design (Fine Art) if this is their chosen option. At SESC 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. Work in lessons is targeted firstly towards filling any gaps in learning that students may have. Secondly work is targeted towards stretching students to learn and master new artistic concepts and techniques to be able to climb the 9-1 GCSE ladder as much as possible.</p>
<b>Assessment details</b>
<p>The teacher assessment is ongoing and is based on four Assessment Objectives:</p> <ol style="list-style-type: none"> <li>1. to develop and explore ideas</li> <li>2. to research primary and contextual sources</li> <li>3. to experiment with media, materials, techniques and processes</li> <li>4. to present personal response(s) to the externally-set theme.</li> </ol>
<b>Outline of the Course</b>
<p>The general aims and objectives of the Edexcel GCSE course are to...</p> <ul style="list-style-type: none"> <li>• apply a creative approach to problem solving</li> <li>• consider and develop original ideas from initiation to realisation</li> <li>• analyse critically their own work and the work of others</li> <li>• express individual thoughts and choices confidently</li> <li>• take risks, experiment and learn from mistakes.</li> </ul>
<b>Staff Roles</b>
<p>Miss Charalambou will lead Art lessons</p>
<b>Equipment/Health and Safety</b>
<p>All other necessary equipment is provided by the centre in lessons and basic classroom health and safety expectations apply.</p>
<b>How will it be examined</b>
<p>The Pearson Edexcel GCSE (9–1) in Art and Design consists of two internally assessed and externally moderated components.</p> <p>Component 1: Personal Portfolio (internally set) This accounts for 60% of the qualification</p> <p>Component 2: Externally Set Assignment. This accounts for 40% of the qualification</p> <p>Students must complete all assessment in May/June in any single year.</p>
<b>Appeals Process</b>
<p>If a learner wishes to appeal their final grade SESC 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.</p>
<b>Curriculum Plan</b>

This table sets out the intended curriculum plan for GCSE Art and Design in Key Stage 4. The plan for each upcoming half term is reviewed in advance based on the progress that has been made, while taking into account contrasting needs of individuals within each cohort and the impact of external factors on their learning.

<b>Year 10</b>	
<p><b>Autumn 1</b> 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.</p>	<p><b>Autumn 2</b> 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.</p>
<p><b>Spring 1</b> 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</p>	<p><b>Spring 2</b> 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.</p>
<p><b>Summer 1</b> 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.</p>	<p><b>Summer 2</b> 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</p>
<b>Year 11</b>	
<p><b>Autumn 1</b> Mixed media The combining and manipulating of twodimensional 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.</p>	<p><b>Autumn 2</b> 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.</p>
<p><b>Spring 1</b> Externally Set Task Exam preparation</p>	<p><b>Spring 2</b> Externally Set Task Exam Preparation</p>
<p><b>Summer 1</b> 10-hour exam</p>	