



GCSE – YEAR 11 – ART & DESIGN – CURRICULUM OVERVIEW

Autumn Term		Spring Term		Summer Term
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
<p>Religious Reliquaries and Shrines.</p> <p>Students will look at the detailed metalwork, illustrations and jewellery that decorate these items and research this area.</p> <p>Next they will look into the 20th Century collage and assemblage work of Joseph Cornell and Louise Nevelson.</p> <p>Then find ways of replicating this in their own work. A variety of media is used for construction and surface decoration.</p>	<p>Historically, these objects had a religious connection and this is evident in the reference material supplied in the Art Area. However, items housed within these sculptures must say something about the individual student, their family and the time we live in. This is their opportunity to record precious memories, interests and achievements for friends and future generations to know them by. Sculpture shapes are also personal.</p>	<p>Component 2: ESA</p> <p>Externally set assignment students' personal response to a chosen starting point. AQA Set Starting Points may be distributed from 2nd January or school date closest to this. Preparatory period January – March followed by 10 hours of supervised time. Artist research. Experimentation with appropriate media, materials and techniques working to known strengths that were identified in coursework.</p>	<p>The official question paper and supporting resources will be used to help students to develop ideas / respond to the starting points.</p> <p>Mounting and display of the preparatory work to be completed after Easter.</p> <p>Exact times and dates of the ten-hour ESA to follow later but must be completed by mid May and marked during the last College week before the May half term break.</p>	<p>THE FINAL DEADLINE WILL BE ISSUED TO STUDENTS IN THE AUTUMN TERM BUT WILL BE MID MAY</p> <p>Centre Assessed Grades for both Component 1: Coursework and Component 2: ESA must be submitted to the Exam Board before the May half term break.</p>
Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks
<p>Researching and presenting the highly decorative artefacts that dedicated to a specific deity, saint, ancestor, hero, or similar figure of awe and respect. They often contain idols, relics or other such objects associated with the figure being venerated.</p> <p>Engaging with the collage and assemblage work of artists first Joseph Cornell & secondly Louise Nevelson.</p>	<p>Collage - collecting personal photographs, artefacts, pictures, poems, song lyrics etc. to illustrate personal themes.</p> <p>Making a relief/3D sculpture in which to house their own personal idols and special objects.</p> <p>Scale, ratio and proportion</p> <p>Building shape/structure</p> <p>Surface decoration – Pattern and exploring layering techniques with string, card,</p>	<p>ESA response:</p> <p>Select starting point.</p> <p>Artist Research – three key artists chosen from either the exam Board's ESA paper or those suggested by SAC staff.</p> <p>Engaging with the work of these artists with studies and annotation of links.</p> <p>Photography capturing subject matter to be explored in their personal response.</p>	<p>January – March: Planning for final outcome.</p> <p>April – May: 10 hours of supervised time, usually in blocks of 4 lessons spread over two weeks.</p> <p>Once supervised time begins no more preparatory work may be produced, so boys may complete outstanding coursework.</p>	<p>Moderation visits take place during June.</p>



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Line drawings – to design for a relief/3D outcome in card.	tissue paper and metallic paint.	Completing any coursework.	Coursework and ESA must be submitted by May deadline.		
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