



## PLUME ACADEMY - LEARNING OVERVIEW

Year	Year 10 – 2020/22
Course	Art and Design
Specification Number/Exam Board	Art and Design – Fine Art 1FA01
End of course assessment and weightings	AO1-25% AO2-25% AO3- 25% AO4-25%

### Prior Learning

Term 1	Half Term 1	Unit 1: Foundation Studies Baseline drawing in pen and pencil. Impasto painting and mono painting.
	Half Term 2	Unit 1: Foundation Studies Cubism, pointillism and pop art

The subject builds on your child's KS3 experience in Art and Design by expanding on their strong visual and contextual skills. Pupils should have been taught to develop their creativity and ideas, and increase their proficiency in their execution. They should have developed a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Students also should have developed the skills to explore independent projects with confidence and maturity.

### Curriculum Intent – What are the curriculum aims?

The aims of the course are to actively engage in the creative process of art, craft and design in order to develop:

- effective and independent learners
- critical and reflective thinkers with enquiring minds
- creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.

Students develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. They will refine ideas and proposals, personal outcomes or solutions with increasing independence. We also aim to develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. Additionally, we demonstrate safe working practices in art, craft and design.



### Curriculum Implementation – What will my child will be learning?

Term 2	Half Term 3	Unit 2: Foundation Development Selecting one genre; landscape, portrait or still life
	Half Term 4	Year 10 Examination: Still life, Portraits or Landscapes plus independent sketchbook studies
Term 3	Half Term 5	Year 11 Mock Examination Baseline drawing and recording
	Half Term 6	Year 11 Mock Examination Artist research and wider contextual studies

### Curriculum Impact – How will progress be assessed as I learn?

Students will receive regular feedback in the tracking sheets within their sketchbooks and will have additional targets to improve attainment levels. The Year 10 mock exam module will be tracked in the A3 folder and ongoing teacher feedback will support the progress and offer aesthetic and technical advice. The projects are structured to cover all assessment objectives equally. They have formative tracking sheets and an opportunity to review and refine the project continuously before standardised summative assessment. Students will also receive regular one to one tutorials that will support progress and again offer advice to their aesthetic and technical skills.



### Super-Curricular Opportunities – Support and Extending Learning

Useful study resources	If a student is really passionate about this subject...	As a parent/carer, I can assist my child in this subject by:
<p>Edexcel website for learning resources and exemplar material.</p> <p>School displays and examples of accredited learning.</p> <p>Examples available of exemplar sketchbook online.</p>	<p>Create an additional <b>personal sketchbook</b> (<i>drawings, pen + ink studies, explore pattern, shape, colour, materials, media, texture, surfaces, work from imagination and real life.</i>)</p> <p><b>Research</b> art, craft, and design from different cultures.</p> <p>Try to <b>watch art programmes</b> (Sky arts, Grayson Perry Art Club, Channel 4 etc). Many channels can be watched live on YouTube.</p> <p>Create an additional <b>personal sketchbook for just Photography</b>. This will give additional primary recording and may support A Level Photography in the future.</p>	<p>Encourage your child in the core art skill of <b>drawing</b>.</p> <p>Provide opportunities to <b>experience the cultural aspects of art and design</b> locally and when on holiday.</p> <p>Visit <b>arts and crafts workshops</b> in your area.</p> <p>Provide opportunities to explore and understand the history of art, craft, design and architecture, including periods, styles and major movements from ancient times to the present day through <b>gallery and museum</b> visits and <b>virtual tours</b> online.</p> <p><b>Ask questions</b> about the choices your child makes in their art. How did they come</p>
		<p>up with the ideas? What were their intentions? Are there any ways they could have improved their outcome?</p>