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Kuwait National English School – Secondary Department

Year 7 Art and Design Course Outline

Term 1, Drawing Skills: Year 7 students will learn about the correct use of B-range pencils to create a Tonal Range and apply their newly acquired knowledge to their artworks. They will focus mostly on drawing during the first half term and learn how to create texture and form within their drawings. The second half of the term will be focusing on colour theory and expressive painting, pupils will learn about the work of Jackson Pollock and how colour can represent emotions.

Term 2, Circus- Students will develop skills in creativity and experimentation by introducing them to the topic of mark making. They will experiment with a variety of media and demonstrate an ability to risk take in their work. Pupils will also be given an introduction to sculpture by creating a clay model. There will be analysis of artists and artworks during all topics.

Term 3, Op Art Students will be introduced to the 'Op Art' movement, looking at the artist Bridget Riley. They will learn about vanishing and multi point perspective and how to use it in art. Each pupil will create a final illusion style image which implies movement in Art.

Studio Rules / Teacher's expectations / Discipline policy:

- Students should line up quietly outside the Art studio, enter quietly, leave their bags neatly
- against the wall and stand quietly behind their chairs to greet the teacher.
- If you are absent, it is your responsibility to get the work you missed from a classmate upon your return.
- Equipment and materials are a vital part of your internal mark and failing to bring required equipment, which will always be prescribed in advance to the lesson will result in a 0/20 in that section of the continuous assessment criteria.
- If you miss a deadline or area within a specific discipline, you will receive a 0/20 unless you can provide a medical note to show you were not able to attend.
- You are to use washrooms before school and during scheduled breaks, not during lessons.
- Be sure to buy food in the cafeteria before the last minutes of your break; you may not bring any food and/or drink into the studio.
- Lateness and unauthorized absence will be punished following the discipline policy.

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Art and Design Course Outline - Year 7 (Term I)

Drawing skills/ colour theory

<u>Task</u>	<u>Learning Outcome:</u>
Tone	<ul style="list-style-type: none">• Learn what tone is• How to create form within a drawing
Texture	<ul style="list-style-type: none">• Learn how to create texture in a pencil drawing• Understand why texture is important
Perspective	<ul style="list-style-type: none">• To understand what perspective means in art.• Be able to apply it to a drawing
Proportion	<ul style="list-style-type: none">• To understand what proportion is and how to use it in a drawing
Demonstrate	<ul style="list-style-type: none">• Pupils will create a pencil drawing which demonstrates what they have learned during the half term
Evaluate	<ul style="list-style-type: none">• Pupils will evaluate the work they have done this half term
Colour theory	<ul style="list-style-type: none">• Pupils are introduced to the colour wheel and primary and secondary colours as well as warm and cold colours along with contrasting/complementary colours
Jackson Pollock	<ul style="list-style-type: none">• Pupils are introduced to the work of Jackson Pollock• They be given a brief overview of expressionism
Expressive painting	<ul style="list-style-type: none">• Use paint to respond to music with colour and a variety of marks
David Hockney	<ul style="list-style-type: none">• Pupils introduced to the work of David Hockney and create resource images of his work
Poetry/ Typography	<ul style="list-style-type: none">• Create an expressive poem about the seasons that will be written on their final painting.• Understand and experiment with typography
Silhouette	<ul style="list-style-type: none">• Understand what a silhouette is• Use masking tape to create a tree silhouette
Expressive painting	<ul style="list-style-type: none">• Apply paint in an expressive style choosing colours and marks which relate to their chosen season
Evaluate	<ul style="list-style-type: none">• Pupils will right an evaluation of their work using key words and an honest critique of how they could improve

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Art and Design Course Outline - Year 7 (Term II)

Circus

<u>Topic</u>	<u>Outcome:</u>
Introduction	<ul style="list-style-type: none">• Pupils will be introduced to the topic of circus, shown a variety of circus related images and artists relevant to the topic.
Resource sketches	<ul style="list-style-type: none">• Pupils will begin to create resource sketches from second hand sources relating to the topic.
Mark making experimentation	<ul style="list-style-type: none">• Pupils will be given different tools to use to apply paint and experiment with different ways to create texture.
Begin Painting- Outline	<ul style="list-style-type: none">• Pupils will work on recycled newspaper and start to create an outline of their chosen image
Texture and mark making	<ul style="list-style-type: none">• Pupils will use a variety of tools to paint their image, creating texture and demonstrating their understanding of mark making.
Texture and mark making	<ul style="list-style-type: none">• Pupils will use a variety of tools to paint their image, creating texture and demonstrating their understanding of mark making.
Refinement (Final outcome is assessment)	<ul style="list-style-type: none">• Pupils will be given the opportunity to refine their work using a small brush/markers/biros
Design Clay pot	<ul style="list-style-type: none">• Pupils will design four clown faces which will be turned into clay pots
Make Clay pot	<ul style="list-style-type: none">• Pupils will create pinch pot base clown head using a variety of new clay techniques
Paint Pot	<ul style="list-style-type: none">• Pupils will paint their pots using appropriate colours
Evaluate	<ul style="list-style-type: none">• Pupils will right an evaluation of their work using key words and an honest critique of how they could improve

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Art and Design Course Outline - Year 7 (Term III)

Op Art

<u>Task</u>	<u>Learning Outcome:</u>
Introduction	<ul style="list-style-type: none">• Introduction to Op Art
Perspective	<ul style="list-style-type: none">• Create 3d designs using a vanishing point
Perspective	<ul style="list-style-type: none">• Create 3d designs using a vanishing point
Colour theory	<ul style="list-style-type: none">• Learning about tints, shades and tones.• How to create form using colour
Movement in painting Optical art	<ul style="list-style-type: none">• Design your own optical image based on a simple shape e.g. Square and triangle, use contrasting colours to make the designs stand out.
Movement in painting Optical art	<ul style="list-style-type: none">• Design your own optical image based on a simple shape e.g. Square and triangle, use contrasting colours to make the designs stand out.
Movement in painting Optical art	<ul style="list-style-type: none">• Continue creating their artwork.
Movement in painting Optical art	<ul style="list-style-type: none">• Continue creating their artwork.
Movement in painting Optical art	<ul style="list-style-type: none">• Continue creating their artwork.
Evaluate	<ul style="list-style-type: none">• Pupils will write an evaluation of their work using key words and an honest critique of how they could improve

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Year 8 Art and Design Course Outline

Term 1, Pop Art: Year 8 students will learn about the art movement 'Pop Art' focusing on the artists Roy Lichtenstein and Andy Warhol. They will develop their colour theory along with design, drawing and painting skills. All projects will be underpinned by a formal introduction to the Elements of Art through worksheets and assignments.

Term 2 Street Art: Pupils will be introduced to Street Art. They will be expected to research and explore the different patterns and designs associated within Street art. Drawing, design and colour theory skills will be continuously developed throughout the term and all work will support and lead to a final paintings.

Term 3 Recycled Art- Pupils will investigate and explore artists using recycled materials in their work. They will learn techniques for creating sculptures and including unconventional materials. Each child will work within a group and be required to think outside of the box to ensure the completion of a successful sculpture

Assessment for Year 8:

Behaviour in class and participation in the lessons: 20

Equipment and materials: 20

Sketchpad Portfolio: 30

End of Term Practical Project: 30

Total: 100

Studio Rules / Teacher's expectations / Discipline policy:

- When you hear the bell at the start of the day or at break time, line up immediately.
- Students should line up quietly outside the Art studio, enter quietly, leave their bags neatly against the wall, get their Art Boxes and stand quietly behind their chairs to greet the teacher.
- If you are absent, it is your responsibility to get the work you missed from a classmate upon your return.
- Equipment and materials are a vital part of your internal mark and failing to bring required equipment, which will always be prescribed in advance to the lesson will result in a 0/20 in that section of the continuous assessment criteria.
- If you miss a deadline or area within a specific discipline, you will receive a 0/20 unless you can provide a medical note to show you were not able to attend.
- You are to use washrooms before school and during scheduled breaks, not during lessons.
- Be sure to buy food in the cafeteria before the last minutes of your break; you may not bring any food and/or drink into the studio.
- Lateness and unauthorized absence will be punished following the discipline policy.

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Art and Design Course Outline - Year 8 (Term I)

Pop Art

<u>Topic</u>	<u>Learning outcome:</u>
Introduction	<ul style="list-style-type: none"> • Gain a basic understanding of the 'Pop Art' movement • Be aware of some of the key artists from the movement
Roy Lichtenstein	<ul style="list-style-type: none"> • Be able to recognise the work of Roy Lichtenstein • Recreate his artwork and build understanding of Lichtenstein's 'style'
Pencil Crayon	<ul style="list-style-type: none"> • Develop skills for using pencil crayon • Learn how to colour render • Develop colour theory
Pop Art Portrait	<ul style="list-style-type: none"> • Demonstrating understanding of Pop Art • Design skills • Colour theory
Pop Art Portrait	<ul style="list-style-type: none"> • Demonstrating understanding of Pop Art • Design skills • Colour theory
Pop Art Portrait	<ul style="list-style-type: none"> • Demonstrating understanding of Pop Art • Design skills • Colour theory
Pop Art Portrait	<ul style="list-style-type: none"> • Demonstrating understanding of Pop Art • Design skills • Colour theory
Evaluation	<ul style="list-style-type: none"> • Pupils will create an evaluation for their Pop Art portrait
Andy Warhol	<ul style="list-style-type: none"> • Be able to recognise the work of Andy Warhol • Recreate his artwork and build understanding of Warhol's 'style'
Colour Theory and Painting skills	<ul style="list-style-type: none"> • Understand what is meant by contrasting colours • Learn painting techniques
Warhol Inspired Drawing	<ul style="list-style-type: none"> • Create an A3 painting of a sweet wrapper, inspired by Warhol's 'Campbell Soup'
Warhol Inspired Drawing	<ul style="list-style-type: none"> • Create an A3 painting of a sweet wrapper, inspired by Warhol's 'Campbell Soup'
Warhol Inspired Drawing	<ul style="list-style-type: none"> • Create an A3 painting of a sweet wrapper, inspired by Warhol's 'Campbell Soup'
Evaluate	<ul style="list-style-type: none"> • Pupils will create an evaluation for their Pop Art portrait

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Art and Design Course Outline - Year 8 (Term II)

Street Art

<u>Topic</u>	<u>Learning outcome:</u>
Introduction	<ul style="list-style-type: none">● Gain a basic understanding of the 'Street Art' movement● Be aware of some of the key artists from the movement
Drawing from resource images	<ul style="list-style-type: none">● Pupils will create drawings from images collected by teacher
Stencils	<ul style="list-style-type: none">● Pupils will learn how stencils are used and how to make one.
Research	<ul style="list-style-type: none">● Pupils will find suitable images to take influence from for their 4 designs
Design 4 options for a final piece	<ul style="list-style-type: none">● Pupils will create 4 designs inspired by street art, they will adapt one of these designs into a large scale, final image.
Design 4 options for a final piece	<ul style="list-style-type: none">● Pupils will create 4 designs inspired by street art, they will adapt one of these designs into a large scale, final image.
Design 4 options for a final piece Assessment	<ul style="list-style-type: none">● Pupils will create 4 designs inspired by street art, they will adapt one of these designs into a large scale, final image.
Create Final Piece	<ul style="list-style-type: none">● Pupils will choose one of their four designs and adapt it into a large scale image.
Create Final Piece	<ul style="list-style-type: none">● Pupils will choose one of their four designs and adapt it into a large scale image.
Create Final Piece Assessment	<ul style="list-style-type: none">● Pupils will choose one of their four designs and adapt it into a large scale image.
Evaluate	<ul style="list-style-type: none">● Complete an evaluation for the topic.

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Art and Design Course Outline - Year 8 (Term III)

Recycled Art

<u>Task</u>	<u>Outcome:</u>
Introduction	<ul style="list-style-type: none">• Pupils will gain a basic understanding of the importance of recycling• Be introduced to different artist who use recycled materials
Resource Sketches	<ul style="list-style-type: none">• Pupils will begin to create resource sketches from second hand sources relating to the topic
Experiment with different materials	<ul style="list-style-type: none">• Pupils will experiment with different materials. And develop an understanding of how to work with different materials and help them select appropriate materials for their work.
Design	<ul style="list-style-type: none">• Pupils will work in groups and design a sea creature sculpture, using only recycled materials.
Design	Pupils will continue to work in groups and design a sea creature sculpture, using only recycled materials.
Machet (Assessment)	The groups will create a miniature version of their final sculpture to help them develop a better idea of the most successful techniques to use.
Build sculpture	Pupils will work with their groups and build their sculpture.
Build sculpture	Pupils will work with their groups and build their sculpture.
Build Sculpture	Pupils will work with their groups and build their sculpture.

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Year 9 Art and Design Course Outline

Term 1 Portraiture: Year 9 pupils will develop skills in Portraiture focusing on the artist Chuck Close. Students will learn skills to create an A3 self-portrait using pencil for their final piece.

Term 2 Animals: Pupils will develop their knowledge of collage along with design, drawing and group work. All projects will be underpinned by a formal introduction to the Elements of Art through worksheets and assignments.

Term 3 Flowers and Plants/ William Morris: Students will be introduced to the Art Deco movement. They will look at flower and plants and design and create an Art Deco style tile using clay.

Studio Rules / Teacher's expectations / Discipline policy:

- Students should line up quietly outside the Art studio, enter quietly, leave their bags neatly against the wall and stand quietly behind their chairs to greet the teacher.
- If you are absent, it is your responsibility to get the work you missed from a classmate upon your return.
- Equipment and materials are a vital part of your internal mark and failing to bring required equipment, which will always be prescribed in advance to the lesson will result in a 0/20 in that section of the continuous assessment criteria.
- If you miss a deadline or area within a specific discipline, you will receive a 0/20 unless you can provide a medical note to show you were not able to attend.
- You are to use washrooms before school and during scheduled breaks, not during lessons.
- Be sure to buy food in the cafeteria before the last minutes of your break; you may not bring any food and/or drink into the studio.
- Lateness and unauthorized absence will be punished following the discipline policy.

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Art and Design Course Outline - Year 9 (Term I)

Portraiture

<u>Topic</u>	<u>Learning outcome:</u>
Introduction	<ul style="list-style-type: none">• Pupils will create a baseline drawing to highlight skills and areas which need to be improved.
Facial Features	<ul style="list-style-type: none">• Pupils will be given step by step tutorials and tips for drawing different parts of the face.
Facial Features	<ul style="list-style-type: none">• Pupils will be given step by step tutorials and tips for drawing different parts of the face.
Tone	<ul style="list-style-type: none">• Recap what tone is• How to create form within a drawing
Texture	<ul style="list-style-type: none">• Recap how to create texture in a pencil drawing• Understand why texture is important
Perspective	<ul style="list-style-type: none">• To understand what perspective means in art.• Be able to apply it to a drawing
Proportion	<ul style="list-style-type: none">• To understand what proportion is and how to use it in a drawing
Chuck Close	<ul style="list-style-type: none">• Pupils will learn about the photorealist artist Chuck Close. They will practice drawing in his style using his chosen grid technique method.
Grid Method	<ul style="list-style-type: none">• Pupils will continue to develop skills for using the grid technique.
Demonstrate	<ul style="list-style-type: none">• Pupils will create a pencil drawing of a celebrity which demonstrates what they have learned during the half term
Demonstrate	<ul style="list-style-type: none">• Pupils will create a pencil drawing of a celebrity which demonstrates what they have learned during the half term
Demonstrate	<ul style="list-style-type: none">• Pupils will create a pencil drawing of a celebrity which demonstrates what they have learned during the half term
Demonstrate	<ul style="list-style-type: none">• Pupils will create a pencil drawing of a celebrity which demonstrates what they have learned during the half term
Evaluation	<ul style="list-style-type: none">• Pupils will develop skills for evaluating their work.

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Art and Design Course Outline - Year 9 (Term II)

Animals/Collage

<u>Topic</u>	<u>Learning outcome:</u>
Introduction	<ul style="list-style-type: none"> • Pupils will create a baseline drawing to highlight skills and areas which need to be improved.
Research	<ul style="list-style-type: none"> • Students will draw from differentiated resource images of animals.
Colour pencil	<ul style="list-style-type: none"> • Pupils will focus on an animal eyes and demonstrate skills in directionality, pencil control, blending and rendering.
Colour pencil	<ul style="list-style-type: none"> • Pupils will focus on an animal eyes and demonstrate skills in directionality, pencil control, blending and rendering.
Deborah Shapiro	<ul style="list-style-type: none"> • Learn about the artist Deborah Shapiro and understand what collage is.
Analysis	<ul style="list-style-type: none"> • Develop skills for analysing art works.
Collage	<ul style="list-style-type: none"> • Create a collage of an animal face from differentiated resource images. In the style of Deborah Shapiro,
Collage	<ul style="list-style-type: none"> • Create a collage of an animal face from differentiated resource images. In the style of Deborah Shapiro
Collage	<ul style="list-style-type: none"> • Create a collage of an animal face from differentiated resource images. In the style of Deborah Shapiro
Collage	<ul style="list-style-type: none"> • Create a collage of an animal face from differentiated resource images. In the style of Deborah Shapiro
Evaluation	<ul style="list-style-type: none"> • Create and evaluation for their art work.

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Art and Design Course Outline - Year 9 (Term III)

William Morris/ Flowers and Plants

<u>Topic</u>	<u>Outcome</u>
Introduction	<ul style="list-style-type: none">• Pupils will learn about William Morris and his artwork
Research	<ul style="list-style-type: none">• To create drawings of flowers and leaves from primary and secondary sources.
Drawing skills	<ul style="list-style-type: none">• Pupils will create drawings from primary and secondary sources.
Pencil Crayon	<ul style="list-style-type: none">• To develop skills for pencil crayon• Enhance colour theory
Repeat Pattern	<ul style="list-style-type: none">• Pupils will understand what repeat pattern• Pupils will create a design which can be repeated
Design	<ul style="list-style-type: none">• Create a design inspired by William Morris
Design	<ul style="list-style-type: none">• Create a design inspired by William Morris
Drawing skills	<ul style="list-style-type: none">• Pupils will enlarge one of their designs to a larger size• Develop drawing techniques
Monoprint	<ul style="list-style-type: none">• Pupils will learn what monoprint is• Create a number of test pieces
Monoprint	<ul style="list-style-type: none">• Create a monoprint from their own design

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Year 10 Art and Design Course Outline

Content

Cambridge IGCSE Art & Design has been designed to offer a broad choice of media and approaches so that students can produce a personal response and play to their strengths in terms of skills and interests.

The course is broken down into two components-

Component 1 – Coursework (50%)	Component 2 - Externally Set Assignment (50%)
<p>Candidates research, develop and realise a project from one area of study in the subject content from a theme set by the teacher.</p> <p>There are two parts to the coursework: – a portfolio – a final outcome.</p> <p>Externally assessed out of 100 marks.</p>	<p>Candidates respond to one starting point set by Cambridge International. Candidates may produce work from the same area of study as Component 1, but they do not have to.</p> <p>There are two parts to the assignment: – supporting studies – a final outcome, produced during a supervised test of 8 hours' total duration.</p> <p>Externally assessed out of 100 marks.</p>

Assessment

IGCSE Art and Design Students are expected to respond to four Assessment Objectives (AO's) in both of the course components. Each AO has a maximum mark of 25.

AO1 Record

Record ideas, observations and insights relevant to intentions as work progresses

AO2 Explore

Explore and select appropriate resources, media, materials, techniques and processes

AO3 Develop

Develop ideas through investigation, demonstrating critical understanding

AO4 Present

Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language

Term 1

Year 10 students will work on the IGCSE coursework component 1 and be expected to treat the project as a practice run for their final outcome coursework project that they will do in year 11. This will follow the exact format and expectations of the exam and students will try to produce a body of work that satisfies the IGCSE brief. This project will be marked internally.

Term 2

Year 10 students will work on an IGCSE coursework component 1 project questions 'Identity' or 'Natural Form' based on the exact format and expectations that satisfies the IGCSE brief for their final exam project which they will complete in Year 11. They will be expected to treat the project as a practice run for their final exam, while continually exploring History and Theory of Art. All projects will be marked internally in Year 10.

Term 3

Year 10 students will work on an IGCSE coursework component 1 project questions 'Identity' or 'Natural Form' based on the exact format and expectations that satisfies the IGCSE brief for their final exam project that they will do in Year 11. They will be expected to treat the project as a practice run for their final exam, while continually exploring History and Theory of Art. All projects will be marked internally in Year 10.

Internal Assessment for Year 10:

Behaviour in the class and participation in the lessons: 15

Equipment and materials: 15

Homework, both practical and research based: 20

Finished Portfolio: 50

End of Term Practical Project: 50

Studio Rules / Teacher's expectations / Discipline policy:

- If you are absent, it is your responsibility to get your homework assignment from a classmate and submit it when you return.
- Homework left at home will be considered as not being done and therefore you will be given a 0/10 in the homework section (part of your internal mark).
- Homework may not always be practical and will sometimes require students to research an artist or gather visual material that will be used in the lesson. This is just as important as practical work and failure to comply with the teacher's instructions will result in the exact same penalties as forgetting practical homework.
- Equipment and materials are a vital part of your internal mark and failing to bring required equipment, which will always be prescribed in advance to the lesson will result in a 0/10 in that section of the continuous assessment criteria.
- If you miss a deadline or area within a specific discipline, you will receive a 0/10 unless you can provide a medical note to show you were not able to attend.
- You are to use washrooms before school and during scheduled breaks, not during lessons.
- Be sure to buy food in the cafeteria before the last minutes of your break; you may not bring any food and/or drink into the studio.
- Lateness and unauthorized absence will be punished following the discipline policy.

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Art and Design Course Outline - Year 10 (Term I)

Workshops

<u>Topic</u>	<u>Outcome:</u>
Introduction	<ul style="list-style-type: none">● Outline the course● Baseline drawing
Workshops	<ul style="list-style-type: none">● pencil
workshops	<ul style="list-style-type: none">● Biro
Workshops	<ul style="list-style-type: none">● Pencil crayon
Workshops	<ul style="list-style-type: none">● Painting skills- acrylic
workshops	<ul style="list-style-type: none">● Oil pastel
Workshops	<ul style="list-style-type: none">● Collage
Workshops	<ul style="list-style-type: none">● Painting skills- Water colour
workshops	<ul style="list-style-type: none">● Ink
Workshops	<ul style="list-style-type: none">● embroidery
Workshops	<ul style="list-style-type: none">● embroidery
workshops	<ul style="list-style-type: none">● Printing
Workshops	<ul style="list-style-type: none">● Printing
Workshops	<ul style="list-style-type: none">● Clay
Workshops	<ul style="list-style-type: none">● Clay

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Art and Design Course Outline - Year 10 (Term II)

Natural Form

Component 1

<u>Task</u>	<u>Outcome</u>
Introduction	<ul style="list-style-type: none">• Revise expectations and mark scheme of IGCSE Art & Design
Observational drawing	<ul style="list-style-type: none">• Drawing from direct observation, subject must relate to students selected question.
Artist Research	<ul style="list-style-type: none">• Select an artist appropriate to the topic and their choice of medium• Analysis of artists work
Experimentation (AO2)	<ul style="list-style-type: none">• Work with a variety of mediums to explore and discover new techniques
Experimentation (AO2)	<ul style="list-style-type: none">• Work with a variety of mediums to explore and discover new techniques
Experimentation (AO2)	<ul style="list-style-type: none">• Work with a variety of mediums to explore and discover new techniques
Experimentation (AO2)	<ul style="list-style-type: none">• Work with a variety of mediums to explore and discover new techniques
Analysis	<ul style="list-style-type: none">• Ensure analysis is completed for all work this term
Development	<ul style="list-style-type: none">• Create a minimum of 6 compositions (ideas for final piece) informed by the work completed this year
Development	<ul style="list-style-type: none">• Create a minimum of 6 compositions (ideas for final piece) informed by the work completed this year
Development	<ul style="list-style-type: none">• Create a minimum of 6 compositions (ideas for final piece) informed by the work completed this year
Development	<ul style="list-style-type: none">• Create a minimum of 6 compositions (ideas for final piece) informed by the work completed this year
Evaluate	<ul style="list-style-type: none">• Evaluate the work completed this term• Select which compositions will be recreated as the final piece• Create step by step plan for final piece

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Art and Design Course Outline - Year 10 (Term III)

Development of Ideas A03 and A04

<u>Task</u>	<u>Outcome</u>
Final outcome	<ul style="list-style-type: none">• Pupils will create a final outcome, no bigger than A2, in response to the work they did last term
Final outcome	<ul style="list-style-type: none">• Pupils will create a final outcome, no bigger than A2, in response to the work they did last term
Final outcome	<ul style="list-style-type: none">• Pupils will create a final outcome, no bigger than A2, in response to the work they did last term
Final outcome	<ul style="list-style-type: none">• Pupils will create a final outcome, no bigger than A2, in response to the work they did last term
Evaluate final piece	<ul style="list-style-type: none">• Create an honest evaluation of their work from this project
Portfolio Preparation	<ul style="list-style-type: none">• Create 4 A2 (double sided) pieces of card displaying the best work from term 2• Ensure you have responded to all areas of the markscheme
Portfolio Preparation	<ul style="list-style-type: none">• Create 4 A2 (double sided) pieces of card displaying the best work from term 2• Ensure you have responded to all areas of the markscheme
Portfolio Preparation	<ul style="list-style-type: none">• Create 4 A2 (double sided) pieces of card displaying the best work from term 2• Ensure you have responded to all areas of the markscheme
Portfolio Preparation	<ul style="list-style-type: none">• Create 4 A2 (double sided) pieces of card displaying the best work from term 2• Ensure you have responded to all areas of the markscheme

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Year 11 Art and Design Course Outline

Content

Cambridge IGCSE Art & Design has been designed to offer a broad choice of media and approaches so that students can produce a personal response and play to their strengths in terms of skills and interests.

The course is broken down into two components-

Component 1 – Coursework (50%)	Component 2- Externally Set Assignment (50%)
Candidates research, develop and realise a project from one area of study in the subject content from a theme set by the teacher. There are two parts to the coursework: – a portfolio – a final outcome. Externally assessed out of 100 marks.	Candidates respond to one starting point set by Cambridge International. Candidates may produce work from the same area of study as Component 1, but they do not have to. There are two parts to the assignment: – supporting studies – a final outcome, produced during a supervised test of 8 hours' total duration. Externally assessed out of 100 marks.

Assessment

IGCSE Art and Design Students are expected to respond to four Assessment Objectives (AO's) in both of the course components. Each AO has a maximum mark of 25.

AO1 Record

Record ideas, observations and insights relevant to intentions as work progresses

AO2 Explore

Explore and select appropriate resources, media, materials, techniques and processes

AO3 Develop

Develop ideas through investigation, demonstrating critical understanding

AO4 Present

Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language

Term 1

Year 11 students will work on the final outcome for their IGCSE coursework component 1 and be expected to treat the project as a practice run for their final exam project that they will do in Term 2. This will follow the exact format and expectations of the exam and students will try to produce a body of work that satisfies the IGCSE brief.

Term 2

In Term 2, Year 11 students will be given the IGCSE exam paper and will select a question of their choice. They are expected to work independently as it is the final exam project, however the teacher will be available to offer support, advice and provide constructive feedback. Students will be expected to produce a body of work that satisfies the IGCSE brief for component 2.

Term 3

In Term 3, Year 11 students will work on an internal project of their choice, after their IGCSE Project is completed, as they still need an internal mark for Term 3. This project will be marked internally.

Internal Assessment for Year 11:

Behaviour in the class and participation in the lessons: 15

Equipment and materials: 15

Homework, both practical and research based: 20

Finished Portfolio: 50

End of Term Practical Project: 50

Studio Rules / Teacher's expectations / Discipline policy:

- If you are absent, it is your responsibility to get your homework assignment from a classmate and submit it when you return.
- Homework left at home will be considered as not being done and therefore you will be given a 0/10 in the homework section (part of your internal mark).
- Homework may not always be practical and will sometimes require students to research an artist or gather visual material that will be used in the lesson. This is just as important as practical work and failure to comply with the teacher's instructions will result in the exact same penalties as forgetting practical homework.
- Equipment and materials are a vital part of your internal mark and failing to bring required equipment, which will always be prescribed in advance to the lesson will result in a 0/10 in that section of the continuous assessment criteria.
- If you miss a deadline or area within a specific discipline, you will receive a 0/10 unless you can provide a medical note to show you were not able to attend.
- You are to use washrooms before school and during scheduled breaks, not during lessons.
- Be sure to buy food in the cafeteria before the last minutes of your break; you may not bring any food and/or drink into the studio.
- Lateness and unauthorised absence will be punished following the discipline policy.

Art and Design Course Outline - Year 11 (Term I)

Component 1 (Coursework)

<u>Task</u>	<u>Outcome</u>
Introduction	<ul style="list-style-type: none"> • Revise expectations and mark scheme of IGCSE Art & Design
Observational drawing	<ul style="list-style-type: none"> • Drawings related to topic from direct observation
Artist Research	<ul style="list-style-type: none"> • Select an artist appropriate to the topic and their choice of medium • Analysis of artists work
Experimentation (AO2)	<ul style="list-style-type: none"> • Work with a variety of mediums to explore and discover new techniques
Experimentation (AO2)	<ul style="list-style-type: none"> • Work with a variety of mediums to explore and discover new techniques
Experimentation (AO2)	<ul style="list-style-type: none"> • Work with a variety of mediums to explore and discover new techniques
Development	<ul style="list-style-type: none"> • Create a minimum of 6 compositions (ideas for final piece) informed by the work completed this year
Development	<ul style="list-style-type: none"> • Create a minimum of 6 compositions (ideas for final piece) informed by the work completed this year
Development	<ul style="list-style-type: none"> • Create a minimum of 6 compositions (ideas for final piece) informed by the work completed this year
Development	<ul style="list-style-type: none"> • Create a minimum of 6 compositions (ideas for final piece) informed by the work completed this year
Portfolio Preparation	<ul style="list-style-type: none"> • Prepare a portfolio of work to support final piece
Final outcome	<ul style="list-style-type: none"> • Pupils will create a final outcome, no bigger than A2, in response to the work they did last term
Final outcome	<ul style="list-style-type: none"> • Pupils will create a final outcome, no bigger than A2, in response to the work they did last term
Final outcome	<ul style="list-style-type: none"> • Pupils will create a final outcome, no bigger than A2, in response to the work they did last term
Evaluate	<ul style="list-style-type: none"> • Create an honest evaluation of their work from this project

Art and Design Course Outline - Year 11 (Term II)

Exam (Component 2)

<u>Task</u>	<u>Outcome</u>
Announcement of IGCSE Art & Design Exam	Understand the Exam topics for IGCSE Art & Design Choose topic
Observational drawing	Drawings related to topic from direct observation
Artist Research	Select an artist appropriate to the topic and their choice of medium Analysis of artists work
Experimentation (AO2)	Work with a variety of mediums to explore and discover new techniques
Experimentation (AO2)	Work with a variety of mediums to explore and discover new techniques
Experimentation (AO2)	Work with a variety of mediums to explore and discover new techniques
Development	Create a minimum of 6 compositions (ideas for final piece) informed by the work completed this year
Development	Create a minimum of 6 compositions (ideas for final piece) informed by the work completed this year
Development	Create a minimum of 6 compositions (ideas for final piece) informed by the work completed this year
Development	Create a minimum of 6 compositions (ideas for final piece) informed by the work completed this year
Portfolio Preparation	Prepare 2 A2 sheets (double sided) to support final piece
Portfolio Preparation	Prepare 2 A2 sheets (double sided) to support final piece
Annotations/Completing work	Ensure all work is annotated and refers to assessment Objectives All work must be finished and ready for the exam

Art and Design Course Outline - Year 11 (Term III)

Exam

Exam	<ul style="list-style-type: none"> ● 8 hour exam, split over 2 days ● Supporting sheets are allowed to be taken into the exam room ● Exam takes place in art studio, under exam conditions.
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