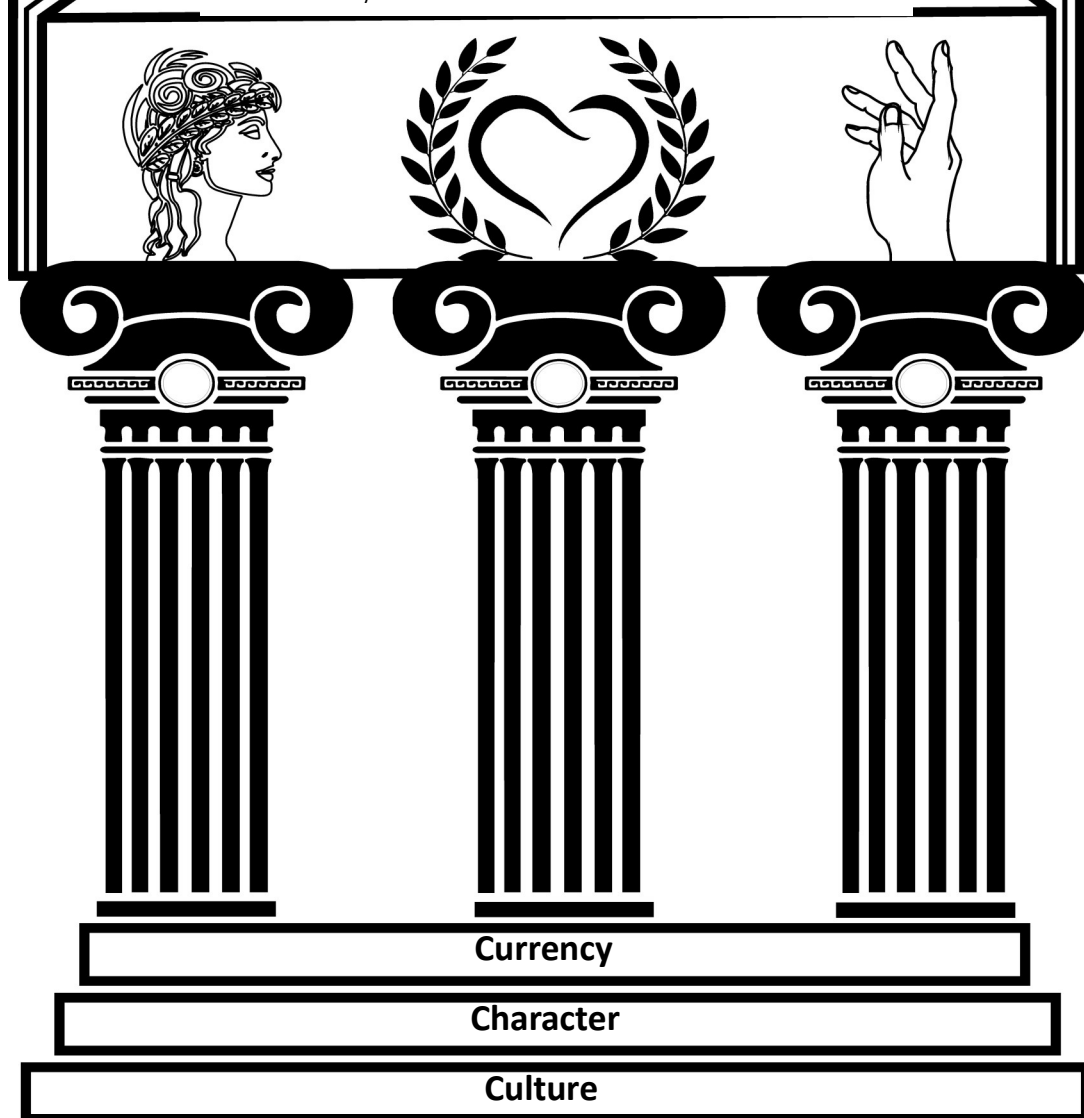


Malbank School Art & Design



Malbank School
& Sixth Form College

In Malbank's Art & Design department we will accelerate, challenge and enrich students in order to develop creative, critical thinking and skilful artists, designers and craftspeople. We will do this by giving students the opportunity to explore a rich and diverse range of techniques and processes so that they can respond to the world around them in context with inspirations locally, nationally and internationally.



Head	Heart	Hand
<p>Head: students will develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p>	<p>Heart: students will grow more confident as individuals using art, craft and design as a platform to explore identity by using themes and contexts that will help with enhanced social and emotional skills leading to spirited wellbeing and mental health.</p>	<p>Hand: students will explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>

Malbank School Art & Design Curriculum for GCSE



Overview

At GCSE level students will undertake two components of project work:

Component 1 — Portfolio: The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken. There is no restriction on the scale of work, media or materials used. Each student must select and present a portfolio representative of their course of study. The portfolio must include both: 1 A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study. 2 A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

Component 2 — Externally set Assignment: AQA will provide an externally set assignment paper comprising of seven different starting point titles. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time. Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of drawing activity and written annotation. Students must identify and acknowledge sources which are not their own. Externally set assignments will be available to students and teachers from 2 January. They must be given to students in their entirety and must not be edited, changed or abridged in any way. A preparation period which can begin on or after 2 January is followed by 10 hours of supervised unaided work in which students are required to realise their intentions. Students must not undertake any further preparatory studies once the first period of supervised time starts.

Preparatory period – from 2 January in year 2 of the GCSE course

Students and teachers can access the externally set assignments on 2 January (or as soon as possible afterwards) but not before. It is at the discretion of schools to plan when their students start work on their assignments after 2 January. • Following receipt of the externally set assignment paper, students should select one starting point from which to develop their own work. Students may discuss their starting points with the teacher. • Preparatory work may be presented in any suitable two- or three-dimensional format such as mounted sheets, sketchbooks, journals, design proposals, models and maquettes, digital or nondigital presentations. • Students must stop work on their preparatory studies as soon as the first period of supervised time starts. • There is no restriction on the scale of work, media or material used.

Supervised time – 10 hours • Following the preparatory period, students must undertake 10 hours of unaided focused study, under supervision. • The first two hours of supervised time must be consecutive. • Schools and colleges may timetable supervised sessions for the remaining eight hours at their own discretion. • Students may refer to their preparatory work during the supervised time but must not add to it or amend it during the supervised time or between sessions. • Students must not add to or amend work produced during the supervised time; either between sessions of supervised time or after the 10 hours of supervised time has been completed. • Work produced in the supervised time must be clearly identified as such. • Preparatory work and work produced during the supervised time must be kept under secure conditions between and following the supervised sessions. Work produced during the supervised time must be clearly identified as such. • Only the preparatory work and the work produced within the 10 hours of supervised time can be submitted as assessment evidence for this component. Students must not have access to the internet during the 10 hours of supervised time. All work submitted for this component will be marked as a whole. Students may produce a single outcome or a series of related outcomes when realising their intentions in the supervised time. Outcomes may be evidenced in any two-dimensional, three-dime

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Assessment Structure

GCSE students will embark on a journey of artistic and cultural discovery through three distinctive units of study beginning with a foundation project of core concepts and skills which will prepare them to make informed decisions on more personal project work further on in their course. Students will research the work of artists, designers and/or craftspeople to inform their own work. They will use this insight in context with primary visual sources to develop new skills in a range of concepts, techniques and processes.

Four assessment objectives and LORIC skills will be wrapped around students project work to ensure their journey of discovery is presented with clarity and structure:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

<u>Assessment objectives (AOs)</u>	<u>Component weightings (approx. %)</u>		<u>Overall weighting (approx.%)</u>
	<u>Component 1</u>	<u>Component 2</u>	
<u>AO1</u>	15	10	25
<u>AO2</u>	15	10	25
<u>AO3</u>	15	10	25
<u>AO4</u>	15	10	25
Overall weighting of components	60	40	100

Expectations of physical work to be submitted:

Component 1— Portfolio:

Foundation unit:

- a fold out sketchbook comprising of four A4 pages which explore, mark-making, colour theory, research and observational drawing

Main personal coursework unit:

- a traditional sketchbook of work comprising of AO1, AO3 and aspects of AO2.
- a range of work outside of the traditional sketchbook which should explore ideas and experimentations using a range of appropriate media, materials, techniques and processes.
- a personal and meaningful response. This can be presented in the form of a painting, sculpture, graphic design, photograph, textile, mixed media.

Evidence of visits to gallery's and/ or cultural trips: Any work which documents your experiences to supplement your portfolio

Component 2 — Externally set Assignment:

- a traditional sketchbook of work comprising of AO1, AO3 and aspects of AO2.
- a range of work outside of the traditional sketchbook which should explore ideas and experimentations using a range of appropriate media, materials, techniques and processes.
- a personal and meaningful response. This can be presented in the form of a painting, sculpture, graphic design, photograph, textile, mixed media.

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LORIC

Component 1: Portfolio (Foundation unit)

Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources.

HEAD

Students will **communicate** their knowledge and understanding of the work of Ian Murphy' work entitled, 'Venetian Scroll'. Those students who have the confidence and **leadership** skills will help their peers to access the correct knowledge and use their **initiative** to share their knowledge in small groups or the whole class.

Discussions and plenaries will highlight those students who have the **initiative** and **leadership** skills to present their own work with peers in small groups or whole class contexts.

HEART

Students will explore and **communicate** the concepts and belief systems that surround the cultural significance of architecture in Venice.

Students will **communicate** the messages behind Ian Murphy's work, and focus on the socio economic significance of his work, 'Venetian Scroll' and how this might impact people, their life style, wellbeing and future prospects.

HAND

Students will **organise** the space within their sketchbook to show a creative response to a set of questions. The chosen aesthetics must link to the ideas, techniques and processes of Ian Murphy's work.

Students will **organise** their research on the 'Venetian Scroll' and other work by Ian Murphy by presenting their findings in their sketchbook.

Students will show **resilience** by working hard to improve their analytical and written skills, resolving their ideas as their work progresses.

Students will use transferable practical skills to present their research in their sketchbook.

Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

HEAD

Students will **communicate** their knowledge and understanding of mark-making and Colour Theory. Those students who have the confidence and **leadership** skills will help their peers to access the correct knowledge and use their **initiative** to share their knowledge in small groups or the whole class.

HEART

Students will explore and **communicate** the concepts and belief systems that surround colour theory in connection with colour psychology and how colour impacts on personality, emotions, and expression. Discussions will revolve around the importance of:
Skills v's Self expression in the value of art

HAND

Students will **organise** the space within their sketchbook to show a creative response to mark-making and colour theory. Open expression is given to students to explore their own sense of style, imagination and creative output.

- rules of composition
- colour mixing/ theory
- drawing skills
- Manipulation skills

Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses.

HEAD	HEART	HAND
<p>Students will learn a series of keywords both adjectives and verbs linked to Venetian architecture. Students will communicate their knowledge and understanding in the form of annotations in their sketchbooks. Ongoing discussions and plenaries will highlight those students who have the initiative and leadership skills to share their ideas with their peers in small groups or whole class contexts.</p> <p>Ongoing discussions and plenaries will highlight those students who have the initiative and leadership skills to share their ideas with their peers in small groups or whole class contexts.</p>	<p>Students will respond to their experience and understanding of architecture as an artform but also as an important human need. Discussions will develop regarding architecture between the question of: Aesthetics v's Practical application</p> <p>Students will be asked to think about and communicate their understanding of how culture influences architectural design</p> <ul style="list-style-type: none"> • Consumerism • Industrialisation • Weather/ Global warming • Socio-economic factors • Fashion • Politics 	<p>Students will choose a Venetian scene to work from to produce an observational drawing. Students must organise their own materials and equipment as well as the space within their sketchbook to achieve the best possible outcome using the following drawing principals.</p> <p>Drawing principals: Proportions: observe and record appropriate size, shape and scale Detail and texture: interpret key features and detail Line quality: control drawing tools to represent mark-making effectively Tonal range: observe and interpret tonal range</p> <p>Students must display real resilience to review, modify and refine their drawing to ensure the most effective drawing using the drawing principals as guidance.</p>

Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

HEAD	HEART	HAND
<p>Students will consolidate their knowledge and understanding of the concepts, techniques and processes used in this project to create a final outcome which demonstrates how much students have learned throughout this project. Students will communicate their knowledge and understanding of all aspects of the assessment objectives 1,2 & 3.</p>	<p>Students will communicate their understanding of this project through an abstract mixed media painting:</p> <ul style="list-style-type: none"> • the cultural beliefs and values of Venetian architecture • colour theory/ colour psychology • mark-making 	<p>Students will learn from their experience of AO1,2 and 3 to create an outcome to this project. Students will show resilience by reviewing, modifying and refining their skills used in their whole project to ensure the most effective outcome considering the following principals:</p> <ul style="list-style-type: none"> • rules of composition • colour mixing • painting skills • cutting and material manipulation skills • collage skills • mark-making skills • drawing skills • awareness and understanding of three dimensional form

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LORIC

Component 1: Portfolio (Main personal coursework unit)

Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources.

HEAD

Students will **communicate** their knowledge and understanding of the work of a range of artists, designers and craftspeople. Those students who have the confidence and **leadership** skills will help their peers to access the correct knowledge and use their **initiative** to share their knowledge in small groups or the whole class.

Discussions and plenaries will highlight those students who have the **initiative** and **leadership** skills to present their own work with peers in small groups or whole class contexts.

HEART

Students will explore and **communicate** the symbolism, concepts, belief systems and cultural significance of one of three themes:

- Geometric Architecture
- Geometric Objects and mechanical form
- Geometric organic form
- Geometric Portraits

Students will **communicate** the messages behind their chosen work, and focus on the socio economic significance of the artwork, how this might impact people, their life style, wellbeing ,and future prospects.

HAND

Students will **organise** the space within their sketchbook to show a creative response to a set of questions. The chosen aesthetics must link to the ideas, techniques and processes of their chosen artwork. Students will **organise** their research on their chosen work by presenting their findings in their sketchbook.

Students will show **resilience** by working hard to improve their analytical and written skills, resolving their ideas as their work progresses.

Students will use transferable practical skills to present their research on their chosen artwork.

Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

HEAD

Students will **communicate** their knowledge and understanding of the techniques and processes used by a variety of chosen artists. Students will demonstrate how and why the success of their chosen artists, designers and/ or craftspeople work has influenced their own.

Those students who have the confidence and **leadership** skills will help their peers to access the correct knowledge and use their **initiative** to share their knowledge in small groups or the whole class.

HEART

Students will select the most appropriate visual material and apply the most appropriate techniques and processes to produce a series of work which represents their chosen theme. Students will explore aspects of symbolism, concepts, belief systems and cultural significance that they would like to **communicate** in their work.

Discussions should be evident in the annotations highlighted in sketchbook work and visual representations within practical work.

HAND

Students will **organise** the space within their sketchbook and other practical work outside of the sketchbook to show creative and skilful responses to their chosen theme.

These practical responses will show aspects of symbolism, relevant conceptual links, belief systems and cultural significance subject based on chosen themes.

Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses.

HEAD

Students will learn a series of keywords both adjectives and verbs linked to their chosen theme. Students will **communicate** their knowledge and understanding in the form of annotations in their sketchbooks.

Ongoing discussions and plenaries will highlight those students who have the **initiative** and **leadership** skills to share their ideas with their peers in small groups or whole class contexts.

HEART

Students will respond to their life experiences and understanding of their chosen theme by thinking about the circumstances, environments, objects and people etc that will help them to visualise first hand sources that will support imagery for their project work. Discussions will develop regarding

Students will be asked to think about and **communicate** their understanding of how their project is influenced by ideas of:

- Consumerism
- Industrialisation
- Weather/ Global warming
- Socio-economic factors
- Fashion
- Politics

HAND

Students will take a variety of photographs linked to their chosen theme in order to create observational drawings from. Students must **organise** their own materials and equipment as well as the space within their sketchbook to achieve the best possible outcome using the following drawing principals.

Drawing principals:

Proportions: **observe and record appropriate size, shape and scale**

Detail and texture: **interpret key features and detail**

Line quality: **control drawing tools to represent mark-making effectively**

Tonal range: **observe and interpret tonal range**

Students must display real **resilience** to review, modify and refine their drawing to ensure the most effective drawing using the drawing principals as guidance.

Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

HEAD

Students will consolidate their knowledge and understanding of the concepts, techniques and processes used in this project to create a final outcome which demonstrates how much students have learned throughout this project. Students will **communicate** their knowledge and understanding of all aspects of the assessment objectives 1,2 & 3.

HEART

Students will **communicate** their understanding of their own chosen theme by presenting an outcome which highlights their intentions.

- the cultural beliefs and values
- colour theory/ colour psychology
- Emotional impact on people

HAND

Students will learn from their experience of AO1,2 and 3 to create an outcome to this project. Students will show **resilience** by reviewing, modifying and refining their skills used in their whole project to ensure the most effective outcome considering the following principals:

- rules of composition
- colour mixing
- cutting and material manipulation skills
- mark-making skills
- awareness and understanding of three dimensional form



LORIC

Component 2: Externally set assignment

Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources.

HEAD

Students will **communicate** their knowledge and understanding of the work of a range of artists, designers and craftspeople based on their chosen starting point from the externally set assignment paper. Those students who have the confidence and **leadership** skills will help their peers to access the correct knowledge and use their **initiative** to share their knowledge in small groups or the whole class.

Discussions and plenaries will highlight those students who have the **initiative** and **leadership** skills to present their own work with peers in small groups or whole class contexts.

HEART

Students will explore and **communicate** the symbolism, concepts, belief systems and cultural significance their chosen starting point from the externally set assignment paper.

Students will **communicate** the messages behind their chosen work, and focus on the socio economic significance of the artwork, how this might impact people, their life style, wellbeing and future prospects.

HAND

Students will **organise** the space within their sketchbook to show a creative response to a set of questions. The chosen aesthetics must link to the ideas, techniques and processes of their chosen artwork

Students will **organise** their research on their chosen work by presenting their findings in their sketchbook.

Students will show **resilience** by working hard to improve their analytical and written skills, resolving their ideas as their work progresses.

Students will use transferable practical skills to present their research on their chosen artwork.

Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

HEAD

Students will **communicate** their knowledge and understanding of the techniques and processes used by a variety of chosen artists. Students will demonstrate how and why the success of their chosen artists, designers and/or craftspeople work has influenced their own.

Those students who have the confidence and **leadership** skills will help their peers to access the correct knowledge and use their **initiative** to share their knowledge in small groups or the whole class.

HEART

Students will select the most appropriate visual material, techniques and processes to produce a series of work which represents their chosen theme and the aspects of symbolism, concepts, belief systems and cultural significance they would like to **communicate** in their work.

Discussions should be evident in the annotations highlighted in sketchbook work and visual representations within practical work.

HAND

Students will **organise** the space within their sketchbook and other practical work outside of the sketchbook to show creative and skilful responses to their chosen externally set theme.

These practical responses will show aspects of symbolism, relevant conceptual links, belief systems and cultural significance subject based on chosen themes.

Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses.

HEAD	HEART	HAND
<p>Students will learn a series of keywords both adjectives and verbs linked to their chosen theme. Students will communicate their knowledge and understanding in the form of annotations in their sketchbooks.</p> <p>Ongoing discussions and plenaries will highlight those students who have the initiative and leadership skills to share their ideas with their peers in small groups or whole class contexts.</p>	<p>Students will respond to their life experiences and understanding of their chosen theme by thinking about the circumstances, environments, objects and people etc that will help them to visualise first hand sources that will support imagery for their project work. Discussions will develop regarding</p> <p>Students will be asked to think about and communicate their understanding of how their project is influenced by ideas of:</p> <ul style="list-style-type: none"> • Consumerism • Industrialisation • Weather/ Global warming • Socio-economic factors • Fashion • Politics 	<p>Students will take a variety of photographs linked to their chosen theme in order to create observational drawings from. Students must organise their own materials and equipment as well as the space within their sketchbook to achieve the best possible outcome using the following drawing principals.</p> <p>Drawing principals: Proportions: observe and record appropriate size, shape and scale Detail and texture: interpret key features and detail Line quality: control drawing tools to represent mark-making effectively Tonal range: observe and interpret tonal range</p> <p>Students must display real resilience to review, modify and refine their drawing to ensure the most effective drawing using the drawing principals as guidance.</p>

Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

HEAD	HEART	HAND
<p>Students will consolidate their knowledge and understanding of the concepts, techniques and processes used in this project to create a final outcome which demonstrates how much they have learned throughout this project. Students will communicate their knowledge and understanding of all aspects of the assessment objectives 1,2 & 3.</p>	<p>Students will communicate their understanding of their own chosen theme by presenting an outcome which highlights their intentions.</p> <ul style="list-style-type: none"> • the cultural beliefs and values of Venetian architecture • colour theory/ colour psychology • Emotional impact on people 	<p>Students will learn from their experience of AO1,2 and 3 to create an outcome to this project. Students will show resilience by reviewing, modifying and refining their skills used in their whole project to ensure the most effective outcome considering the following principals:</p> <ul style="list-style-type: none"> • rules of composition • colour mixing • cutting and material manipulation skills • mark-making skills • awareness and understanding of three dimensional form