

Exam Board: *Edexcel*
Qualification: *9AD01/2*
Assessment Information: *10-hour final exam, 10 % of overall mark & 25 % of component 2. Exam unit starts in January.*

[Link to official specification](#)

Department Information:
Students are taken through four different projects; this includes their exam unit.

*Project 1 – Assessment objectives project.
Project 2 – Me, myself & I workshops.
Project 3 – Strange & Fantasy.
Project 4 – Exam unit, theme sent from Pearsons.*

Projects have been structured to work towards full independence during the exam unit with a clear understanding of grading and assessment.

ACHIEVE in the curriculum:

Students will continuously refine their technical drawing skill through a range of base line and drawing workshops systemically planted throughout the two years.

Their medium exploration will encourage a collaborative environment due to the set-up of the classroom and resources. They will endure learning and responding to a new skill with a fresh medium.

Curriculum Aims & Intent:

Students are taken through four different projects; this includes their exam unit.

Project 1 – Assessment objectives project.

Students will go through each assessment objective and creatively respond to it as well as mind map all the tasks they will complete in the two years, seeing which objective they will fall under. Students are giving summer homework at the end of year 9, this will form part of their AO4.

Project 2 – Me, myself & I workshop.

Students will explore a range of media, techniques and processes, exploring artists through detailed analysis to help develop work towards an outcome. This project is extremely structured to help students become aware of the systematic process.

Project 3 – Strange & Fantasy.

Students are given a booklet which will look like their exam unit booklet, all pages will have checklists and layout, and tutorials to help build up their own personal theme. Students are given challenge tasks to help adapt to their own skill set.

Project 4 – Exam unit, theme sent from Pearsons.

Again, students are given a booklet with layouts and timelines to help structure their development leading towards their final assessment (10-hour exam). Students will be given tutorials and strict home learning deadlines to help them keep on track to completion.

Projects have been structured to work towards full independence during the exam unit with a clear understanding of grading and assessment.

Resources:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>
<https://www.bbc.co.uk/bitesize/subjects/z6hs34j>
www.tate.org.uk
<https://www.nationalgallery.org.uk/>
<https://www.saatchiart.com/>
<https://theartling.com/en/>
<https://www.npg.org.uk/>
<https://www.barbican.org.uk/whats-on/art-design>
<https://www.studentartguide.com/resources/best-art-teacher-blogs>

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:

Get them drawing! We encourage parents to sit down with their children for an hour or two every weekend and draw! as well as it being a great activity that the whole family can join in, it helps students practice, refine and consolidate their skills being taught in school. Choose different subject matters so there is always challenge; landscape, portrait, still-life or even abstract/imaginative observations.

Challenge: Ask your child about the conceptual depth of their work. What did they draw? Why did they draw it? What does it mean? Does the subject matter they chose hold a deeper meaning?

Parents are also encouraged to take students to relevant gallery visits to help expose them to the culture of the art world and relevant artists. Let us know if you go, we can build this into their books.

The booklets we will give out for Strange & Fantasy and Me, Myself & I are available online, ask us if you would like a copy. It's great way of keeping track of your child's work without too much hassle.

What we study and when:

| Term | Unit, Topic Or Summary Of Work Covered | Knowledge, Understanding & Skills Developed | ACHIEVE / Personal Development Focus | How The Work Is Assessed | Careers Links |
|------|---|--|---|-----------------------------|---------------|
| 1 | Assessment Objectives Booklet Summer Homework | To complete an A3 outcome exploring the work of Van Gogh's Sunflowers and creating your own response. This is to be handed out in year 9 and submitted first lesson back. | To complete an A3 outcome exploring the work of Van Gogh's Sunflowers and creating your own response. This is to be handed out in year 9 and submitted first lesson back. | | |
| 1 | Introduction into Art & Design | Lesson 1: Introduction into Art & Design. Check summer homework & set up books and resources. Present page with layout of A0's with objectives glued in. | | | |
| 1 | AO3 Record | Lesson 2 - 3: AO3 Record. Theory - Stick down objective and all tasks of your future projects that will come under this it. Practical - complete an observation based on natural forms. | | Baseline mark. No feedback. | |
| 1 | AO1 Develop | Lesson 4 - 5: AO1 Develop. Theory - Stick down objective and all tasks of your future projects that will come under this it. Practical - Research artist Van Gogh. | | | |
| 1 | AO2 Refine | Lesson 6 - 7: AO2 Refine. Theory - Stick down objective and all tasks of your future projects that will come under this it. Practical - Paint natural forms in the style of the artist Van Gogh. | | | |

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| 1 | AO4 Present | Lesson 7: AO4 Present. Theory - Write down objective and all tasks of your future projects that will come under this it. Practical - students have already completed their outcome for their summer homework. Students will present this as their practical as a small image in the section. Refine all outstanding work. | | Teacher feedback and grade for overall project. | |
| 2 | Me, Myself & I Mind Map | Mind map based on me, myself & I. | Build in drawings linking to theme. Homework to complete mind map and object(s) linking to theme. | | |
| 2 | Observational Drawings | On a double page (or more) complete the following observations, teachers should give demo of media but only the observation will be documented in their development. 1. Tonal 2. Fine liner 3. Colour pencil 4. Water colour 5. Oil pastel 6. Ink & bleach | Complete an A3 observational response of outcomes. Complete this page for homework. Set home learning for students to complete A4 responses using objects linking to their theme and chosen media for the page, this should be set throughout the series of lessons. | WWW/EBI self-assessment on the mark sheet using purple pen. | |
| 3 | Acrylic paint workshop | Acrylic paint double page, one side with techniques and one with an A3 response | Complete an A5 development using acrylic paint and a monochromatic colour palette. Homework to be set to refine/complete as pages develop. | Teacher feedback (WWW/EBI) and a working at grade. | |
| 3 | Refine | Refine & book polish lesson. | Complete all outstanding work for next lesson. | | |
| 3 | Artist Analysis | Artist analysis (full 4-part theory and practical). Students to choose from 4 still life artists. | Homework to be set to refine/complete as pages develop. | Teachers to SPAG theory and working at grade. | |
| 4 | A3 Response | A3 response of still life objects (this can be the PPE). | | | |
| 4 | Refine | Refine & book polish lesson. | Complete all outstanding work for next lesson. | | |
| 4 | Strange & Fantasy Mind Map | S&F overall mind map - then leads on to personal mind map. | Visual mood board linking to personal theme. | | |

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| 5 | Refine & Tutorial | Teachers to give tutorials to add students. All students working on completing work for Me, myself and I and completing work for mind map and mood board. | Complete a mood board exploring current/historical news stories linking to theme. Strange selfie homework linking to artist Robert Arneson. | | |
| 5 | Tonal Observations | A3 page of graphite tonal observational drawings exploring subject matter linking to theme. | Complete an A4 observational response linking to observations. Complete for home learning. | WWW/EBI self-assessment on mark sheets. | |
| 5 | Mix Media Observations | Double page of mix media observations. Explore media used in me. myself & I further. | Complete an A4 observational response linking to observations. Complete for home learning. | Teacher feedback (WWW/EBI) and a working at grade. | |
| 6 | Photoshoot | Photoshoot linking to theme, present along with a line drawing of their most successful photo. If students are not able to complete photoshoot in lesson, they can refine work. | Complete an A5 response of your chosen photo in the media of your choice. Complete and present photoshoot. | | |
| 6 | Mono printing Workshop | Create a mono print inspired by line drawing of chosen photo. | Present prints on a double page along with annotations. | | |