

Toynbee Curriculum

KS4 Topic Summaries

ART, DESIGN, AND CRAFT

Personal Best

Toynbee School



Scheme of Learning: Portraiture

Topic Sequence:

YEAR 10 AUTUMN 1+2 and SPRING 1 Portraiture	YEAR 10 SPRING 2 and SUMMER 1 Identity	Year 10 SUMMER 2 Environment
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Topic Overview:

Students are welcomed in the Autumn Term in Year 10 to GCSE Art and their project 'Portraiture'. They are introduced to a variety of different portraiture artists, art movements and different ways of working. Key knowledge and skills learnt at KS3 are developed and refined into this GCSE project including drawing, painting, photography, research, analytical and reflective skills all evidenced in the four core assessment objectives for Art GCSE below:

- *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

Lesson Sequence:

The lessons have been sequenced weekly to provide a detailed investigation fulfilling all coursework assessment criteria, responding to the given project theme 'Portraiture'. All projects are unique and personal to all students but the knowledge and skills taught and learnt are the same detailed below. The students are introduced to the marking assessment grid and grade boundaries and examples of GCSE work are shown. Artwork is linked to careers through termly Career's themed weeks. (Career themed weeks TBC)

- AO1-Students start with written and visual mind maps and mood boards to respond to secondary sources including newspaper articles and collected inspiring images of work/society.
- AO1/AO3- Students take photos, edit contact sheets and produce drawings and recordings from their own photography (Primary sources) for observational drawing/recordings to help to formulate ideas for the project and to showcase their skills in different art materials.
- AO1-Students complete detailed artist research and analyse the work of appropriate artists/art movements and sources linking their own and their artist's ideas back to the coursework theme 'Portraiture'.
- AO1/AO3-Students start to make artwork in their chosen medium in the style of their chosen artist 1-4 responding to the coursework theme. Each artist section shows good quality practical and written work, experimentation of art materials and ideas alongside personal reflections and observations.
- AO2/AO3-The work will be refined further and each artist section should link to the overall project theme and sub theme chosen by the student.
- AO1/AO2-Initial ideas linking to coursework theme 'Portraiture' and student personal sub theme need to be shown, explained and linked to artists and society. Ideas need to be refined and a planned chosen final design idea needs to evolve.
- AO2/AO3-Every aspect of the final piece needs to be tested, reviewed and refined e.g. colours, techniques, layout, size, texture, link to artist/s etc. Nothing can be left to chance.
- AO4- Final outcomes- Students make meaningful and personal responses throughout based on their preparatory coursework.

Key Words: Develop, respond, sources, critical understanding, experiment, refine, record, personal response, skill, knowledge, competent, confident, exceptional, sustained, creativity, portraiture, personality, function, decorative.

Sequence of weekly lessons:

1	Introduction to Portraiture-Written mind maps
2	Complete written mind map, start mood boards
3	Take photos of portraits, edit, present/annotate
4	Choose photos to record from
5	Produce recordings in skills based workshops led by Art staff
6	Produce recordings in skills based workshops led by Art staff
7	Produce recordings in skills based workshops led by Art staff Annotate and present all Art CW so far.
8	Artist section 1-Start
9	Artist section 1-Continue/Complete
10	Artist section 2-Start
11	Artist section 2-Continue/complete
12	Artist section 3-Start
13	Artist section 3-Continue/complete
14	Interpretation 1-Blending artist sections 1-3 together
15	Complete interpretation 1 fully-Evaluate
16	Plan and experiment for final piece-Initial ideas
17	Final experimentation for final piece-Refine skills/ideas
18	Make final piece
19	Make final piece
20	Make final piece
21	Evaluate final piece-Photograph

Topic Resources:

Knowledge Map:	AO1-AO4	Any other Resources:	Teacher power points, examples, 'How to sheets' and checklists.
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Assessment:

Knowledge:	Knowledge of the exam project and key assessment areas. art-and-design-assessment-grid.pdf (pearson.com)
Application of Knowledge:	Fulfilling each assessment objective area AO1-AO4.

Supportive Reading:

Any supported reading listed here	Edexcel GCSE Art and Design (2016) Pearson qualifications
Reading/Literacy support	Art staff in Art CW Club support sessions after school weekly.

Home Learning Tasks:

1. Students are expected to complete weekly Art CW tasks to stay up to date and to take sketchbooks home weekly to present artwork in sketchbook.
2. Art CW Clubs- Students are expected to attend weekly in the Art Department.

Scheme of Learning: Identity

Topic Sequence:

YEAR 10 AUTUMN 1+2 and SPRING 1 Portraiture	YEAR 10 SPRING 2 and SUMMER 1 Identity	Year 10 SUMMER 2 Environment
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Topic Overview:

Students are encouraged in their 'Identity' project to use their knowledge and skills acquired in the Autumn Term on how to construct a meaningful art investigation. They are introduced to a variety of different art styles and techniques again including graphical, printing and still life. Key knowledge and skills learnt at KS3 are also developed and refined into this GCSE project including research, analytical and reflective skills all evidenced in the four core assessment objectives for Art GCSE below:

***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

Lesson Sequence:

The lessons have been sequenced weekly to provide a detailed investigation fulfilling all coursework assessment criteria, responding to the given project theme 'Identity'. All projects are unique and personal to all students but the knowledge and skills taught and learnt are the same detailed below. Students recap on the marking assessment grid, grade boundaries and examples of GCSE work and teacher examples are shown. Artwork is linked to careers in Art also.

AO1-Students start with written and visual mind maps and mood boards to respond to secondary sources including newspaper articles and collected inspiring images of work/society.

AO1/AO3- Students take photos, edit contact sheets and produce drawings and recordings from their own photography (Primary sources) for observational drawing/recordings to help to formulate ideas for the project and to showcase their skills in different art materials.

AO1-Students complete detailed artist research and analyse the work of appropriate artists/art movements and sources linking their own and their artist's ideas back to the coursework theme 'Identity'.

AO1/AO3-Students start to make artwork in their chosen medium in the style of their chosen artist 1-4 responding to the coursework theme. Each artist section shows good quality practical and written work, experimentation of art materials and ideas alongside personal reflections and observations.

AO2/AO3-The work will be refined further and each artist section should link to the overall project theme and sub theme chosen by the student.

AO1/AO2-Initial ideas linking to coursework theme 'Identity' and student personal sub theme need to be shown, explained and linked to artists and society. Ideas need to be refined and a planned chosen final design idea needs to evolve.

AO2/AO3-Every aspect of the final piece needs to be tested, reviewed and refined e.g. colours, techniques, layout, size, texture, link to artist/s etc. Nothing can be left to chance.

AO4- Final outcomes- Students make meaningful and personal responses throughout based on their preparatory coursework.

Key Words- Develop, respond, sources, critical understanding, experiment, refine, record, personal response, skill, knowledge, competent, confident, exceptional, sustained, creativity, identity, personality, culture, belonging, ancestors, mother tongue, routes, inherited identity, chosen identity.

Sequence of weekly lessons:

1	Introduction to 'Identity'-Written mind maps
2	Complete written mind map, start mood boards
3	Take photos of objects, edit, present/annotate
4	Choose photos to record from
5	Produce recordings in skills based workshops led by Art staff
6	Produce recordings in skills based workshops led by Art staff
7	Produce recordings in skills based workshops led by Art staff Annotate and present all Art CW so far.
8	Artist section 1-Start
9	Artist section 1-Continue/Complete
10	Artist section 2-Start
11	Artist section 2-Continue/complete
12	Artist section 3-Start
13	Artist section 3-Continue/complete
14	Interpretation 1-Blending artist sections 1-3 together
15	Complete interpretation 1 fully-Evaluate
16	Plan and experiment for final piece-Initial ideas
17	Final experimentation for final piece-Refine skills/ideas
18	Make final piece
19	Make final piece
20	Make final piece
21	Evaluate final piece-Photograph

Topic Resources:

Knowledge Map:	AO1-AO4	Any other Resources:	Teacher power points, examples, 'How to sheets' and checklists.
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Assessment:

Knowledge:	Knowledge of the exam project and key assessment areas. art-and-design-assessment-grid.pdf (pearson.com)
Application of Knowledge:	Fulfilling each assessment objective area AO1-AO4.

Supportive Reading:

Any supported reading listed here	Edexcel GCSE Art and Design (2016) Pearson qualifications
Reading/Literacy support	Art staff in Art CW Club support sessions after school weekly.

Home Learning Tasks:

1. Students are expected to complete weekly Art CW tasks to stay up to date and to take sketchbooks home weekly to present artwork in sketchbook.
2. Art CW Clubs- Students are expected to attend weekly in the Art Department.

Art CW sketchbooks can be purchased from the Art Department.

Scheme of Learning: Environment

Topic Sequence:

YEAR 10 AUTUMN 1+2 and SPRING 1 Portraiture	YEAR 10 SPRING 2 and SUMMER 1 Identity	Year 10 SUMMER 2 Environment
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Topic Overview:

Students start in the Summer Term in Year 10 their Environment project and make a good start on assessment objective one (AO1)*.

In year 11 students then have the remaining 14 weeks to develop the remaining assessment objectives 2, 3 and 4 (Below) in the Autumn Term resulting in personal projects responding to personalised sub themes from the overall topic 'Environment'. Art Mock exam dates TBC. Art mock exams will take place in the Art Department.

***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

Lesson Sequence:

The lessons have been sequenced weekly to provide a detailed investigation fulfilling all coursework assessment criteria, responding to the given project theme 'Environment'. All projects are unique and personal to all students but the knowledge and skills taught and learnt are the same detailed below.

In Year 10 Summer Term 2:

AO1-Students start with written and visual mind maps and mood boards to respond to secondary sources including newspaper articles and collected inspiring images of work/society.

AO1/AO3- Students take photos, edit contact sheets and produce drawings and recordings from their own photography and collected objects (Primary sources) for observational drawing/recordings to help to formulate ideas for the project and to showcase their skills in different art materials.

Key Words- Develop, respond, sources, critical understanding, experiment, refine, record, personal response, skill, knowledge, competent, confident, exceptional, sustained, creativity, environment.

Sequence of weekly lessons:

1	Introduction to Environment-Written mind maps
2	Complete written mind map, start mood boards
3	Take photos of environments then specifically natural environments, edit, present/annotate
4	Collect objects/choose photos to record from
5	Produce recordings in skills based workshops led by Art staff
6	Produce recordings in skills based workshops led by Art staff
7	Produce recordings in skills based workshops led by Art staff Annotate and present all Art CW so far.

Home Learning Tasks:

- Students are expected to complete weekly Art CW tasks to stay up to date and to take sketchbooks home weekly to present artwork in sketchbook.
- Art CW Clubs- Students are expected to attend weekly in the Art Department.
- Summer holidays-Students are expected to develop their ideas through photography to support their Art Mock exam in Autumn Term.

Topic Resources:

Knowledge Map:	AO1-AO4	Any other Resources:	Teacher power points, examples, 'How to sheets' and checklists.
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Assessment:

Knowledge:	Knowledge of the exam project and key assessment areas. art-and-design-assessment-grid.pdf (pearson.com)
Application of Knowledge:	Fulfilling each assessment objective area AO1-AO4.

Supportive Reading:

Any supported reading listed here	Edexcel GCSE Art and Design (2016) Pearson qualifications
Reading/Literacy support	Art staff in Art CW Club support sessions after school weekly.

Art CW sketchbooks can be purchased from the Art Department.

Scheme of Learning: Environment Autumn Term-Year 11

Topic Sequence:

YEAR 11 AUTUMN 1+2 Environment	YEAR 11 SPRING TERM 1+2 Exam prep time	Year 11 SUMMER 1 EXAM
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Topic Overview:

Students have started in the Summer Term in Year 10 their Environment project and have made a good start to assessment objective one (AO1)*. Year 11 have the remaining 14 weeks to develop the remaining assessment objectives 2, 3 and 4 (Below) in the Autumn Term resulting in personal projects responding to personalised sub themes from the overall topic 'Environment'. Art Mock exam dates TBC. Art mock exams will take place in the Art Department.

*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

Lesson Sequence:

The lessons have been sequenced weekly to provide a detailed investigation fulfilling all coursework assessment criteria, responding to the given project theme 'Environment'. All projects are unique and personal to all students but the knowledge and skills taught and learnt are the same detailed below.

In Year 10 Summer Term 2:

AO1-Students start with written and visual mind maps and mood boards to respond to secondary sources including newspaper articles and collected inspiring images of work/society.

AO1/AO3- Students take photos, edit contact sheets and produce drawings and recordings from their own photography and collected objects for observational drawing/recordings to help to formulate ideas for the project.

In Year 11 Autumn Term:

AO1-Students complete detailed artist research and analyse the work of appropriate artists/art movements and sources linking their own and their artist's ideas back to the coursework theme. Students are given a suggested list of artists linking to 'Environment' theme but are also encouraged to research their own artists.

AO1/AO3-Students start to make artwork in their chosen medium in the style of their chosen artist 1-4 responding to the coursework theme. Each artist section shows good quality practical and written work, experimentation of art materials and ideas alongside personal reflections and observations.

AO2/AO3-The work will be refined further and each artist section should link to the overall project theme 'Environment' and sub theme chosen by the student.

AO1/AO2-Initial ideas linking to coursework theme 'Environment' and student personal theme need to be shown, explained and linked to artists and society (SMSC). Ideas need to be refined and a planned chosen final design idea needs to evolve.

AO2/AO3-Every aspect of the final piece needs to be tested, reviewed and refined e.g. colours, techniques, layout, size, texture, link to artist/s etc. Nothing can be left to chance.

AO4- Design and make a meaningful and personal response, responding to appropriate sources. The final piece should showcase students skills and knowledge.

Key Words- Develop, respond, sources, critical understanding, experiment, refine, record, personal response, skill, knowledge, competent, confident, exceptional, sustained, creativity.

Sequence of weekly lessons:

1	Artist section 1-Start
2	Artist section 1-Continue/Complete
3	Artist section 2-Start
4	Artist section 2-Continue/complete
5	Artist section 3-Start
6	Artist section 3-Continue/complete
7	Interpretation 1-Blending artist sections 1-3 together
8	Complete interpretation 1 fully-Evaluate
9	Plan and experiment for final piece-Initial ideas
10	Final experimentation for final piece-Refine skills/ideas
11	Make final piece
12	Make final piece
13	Make final piece
14	Evaluate final piece-Photograph

Home Learning Tasks:

1. Students are expected to complete weekly Art CW tasks to stay up to date and to take sketchbooks home weekly to present artwork in sketchbook.
2. Art CW Clubs- Students are expected to attend weekly in the Art Department.

Topic Resources:

Knowledge Map:	AO1-AO4	Any other Resources:	Teacher power points, examples, 'How to sheets' and checklists.
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Assessment:

Knowledge:	Knowledge of the exam project and key assessment areas. art-and-design-assessment-grid.pdf (pearson.com)
Application of Knowledge:	Fulfilling each assessment objective area AO1-AO4.

Supportive Reading:

Any supported reading listed here	Edexcel GCSE Art and Design (2016) Pearson qualifications
Reading/Literacy support	Art staff in Art CW Club support sessions after school weekly.

Art CW sketchbooks can be purchased from the Art Department.

Scheme of Learning: Exam Spring and Summer Term

Topic Sequence:

YEAR 11 AUTUMN 1+2 Environment	YEAR 11 SPRING TERM 1+2 Exam prep time	Year 8 SUMMER 1 EXAM
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Topic Overview:

Students are given their exam paper from the Edexcel exam board the first week back in January. Students then have 14 weeks to respond through a project detailing the four core assessment areas completed with Art staff in lessons and for home learning resulting in the planning and testing of a final piece which is made during a timed 10 hour practical exam. (The date of Art exams are TBC by the Toynbee School and take place in the Art Department)

- 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
- The Externally Set Assignment is worth 40% of the GCSE

Lesson Sequence:

The lessons have been sequenced weekly to provide a detailed investigation fulfilling all exam assessment criteria in the time given.

AO1- Students start with written and visual mind maps and mood boards to respond to secondary sources including newspaper articles and collected inspiring images of work/society.

AO1/AO3- Students take photos, edit contact sheets and produce drawings and recordings from their own photography and collected objects for observational drawing/recordings to help to formulate ideas for the project.

AO1- Students complete detailed artist research and analyse the work of appropriate artists/art movements and sources linking their own and their artist's ideas back to the exam theme.

AO1/AO3- Students start to make artwork in their chosen medium in the style of their chosen artist 1-4 responding to the exam theme. Each artist section shows good quality practical and written work, experimentation of art materials and ideas alongside personal reflections and observations.

AO2/AO3- The work will be refined further and each artist section should link to the overall project theme and sub theme chosen by the student.

AO1/AO2- Initial ideas linking to exam theme and student personal theme need to be shown, explained and linked to artists and society. Ideas need to be refined and a planned chosen final design idea needs to evolve.

AO2/AO3- Every aspect of the final piece needs to be tested, reviewed and refined e.g. colours, techniques, layout, size, texture, link to artist/s etc. Nothing can be left to chance.

AO4- Timed exam-10 hours students make a meaningful and personal response based on their preparatory work.

Key Words- Develop, respond, sources, critical understanding, experiment, refine, record, personal response, skill, knowledge, competent, confident, exceptional, sustained, creativity.

Sequence of weekly lessons:

1	Written mind maps, mood boards, take photos
2	Edit contact sheets, collect objects, start recording/drawing
3	Continue to record and annotate all drawings/recordings
4	Complete/present all drawings/recordings, start artist research
5	Artist section 1-Start
6	Artist section 1-Continue
7	Artist section 1-Complete
8	Artist section 2-Start
9	Artist section 2-Continue
10	Artist section 2-Complete (Ext-Artist section 3-4)
11	Initial design ideas for final piece
12	Final design ideas for final piece
13	Refinements/experiments for final piece
14	Final experiments and design plan for timed final piece

Home Learning Tasks:

1. Students are expected to complete weekly Art Exam tasks to stay up to date and to take sketchbooks home weekly to present artwork in sketchbook.
2. Exam support sessions students are expected to attend weekly in the Art Department.

Topic Resources:

Knowledge Map:	Exam paper	Any other Resources:	Teacher power points, examples, 'How to sheets' and checklists.
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Assessment:

Knowledge:	Knowledge of the exam project and key assessment areas. art-and-design-assessment-grid.pdf (pearson.com)
Application of Knowledge:	Fulfilling each assessment objective area AO1-AO4.

Supportive Reading:

Any supported reading listed here	Exam paper Edexcel GCSE Art and Design (2016) Pearson qualifications
Reading/Literacy support	Art staff in Art Exam support sessions after school weekly.

Art Exam sketchbooks can be purchased from the Art Department.