

# Scheme of Learning: Identity

## Topic Sequence:

<b>YEAR 10 AUTUMN 1+2 and SPRING 1</b> <b>Portraiture</b>	<b>YEAR 10 SPRING 2 and SUMMER 1</b> <b>Identity</b>	<b>Year 10 SUMMER 2</b> <b>Environment</b>
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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:

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

## Topic Resources:

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

<b>Knowledge:</b>	Knowledge of the exam project and key assessment areas. <a href="#">art-and-design-assessment-grid.pdf (pearson.com)</a>
<b>Application of Knowledge:</b>	Fulfilling each assessment objective area AO1-AO4.

## Supportive Reading:

<b>Any supported reading listed here</b>	<a href="#">Edexcel GCSE Art and Design (2016)   Pearson qualifications</a>
<b>Reading/Literacy support</b>	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.