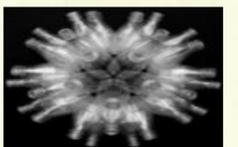
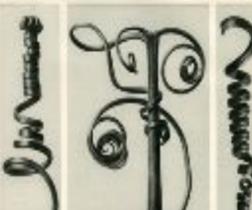
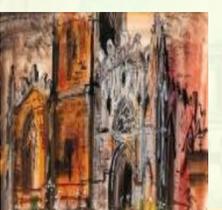
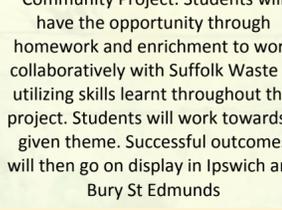


← Key Stage 2	Theme for the year: 'The Formal Elements'	7	Fundamental skills development year	Theme for the year: 'The Environment'	8 Art Award Bronze Year	Theme for the year: 'Portfolio experience'	9	Key Stage 4 →		
		Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
		'Still life'	'Natural Forms'	'Landscapes'	'Architecture'	'Land Art'	'Eco Sculptures'	'Art and Design: Photography portfolio taster'	'Art and Design: Textiles portfolio taster'	'Art, Craft and Design: portfolio taster'
Core Knowledge	You will practice your drawing skills, learn to use different media, use positive and negative space and look at the Artist Giorgio Morandi. You will use pencils, charcoal, chalk, inks and mark-making tools.	You will develop the ability to use various coloured media and study a variety of natural forms through paint, drawing and mixed media. You will look at Artists such as Georgia O'Keeffe and Karl Blossfeldt.	You will be observing the landscapes around you and learning how to effectively communicate colour, texture and distance through paint and print. You will employ photography to record the landscapes around you.	You will observe, photograph and develop work based on local architectural forms, using the work of John Piper as your starting point. You will develop the four parts of your Arts Award Bronze portfolio, including a gallery visit and review and learning and sharing a technique with a partner.	You will study the work of Andy Goldsworthy, Richard Long and Robert Smithson and use found natural materials to create compositions, sculptures and assemblages in the classroom and out in the field on location.	You will learn to alter, combine and transform everyday, overlooked objects by recycling them into different sculptural forms. You will learn to experiment with different materials and use design processes to develop an outcome.	You will explore the work of contemporary artists through drawing, analysis and photographic processes. You will learn to select and refine your work to fit a brief and a small scale portfolio. You will generate a photographic outcome using digital photography, editing and layering. This portfolio may be submitted as part of the GCSE Photography course or GCSE Fine Art course.	You will continue your portfolio development from the last project through a combination of drawn and photographic recording, leading into the use of textiles processes to develop a final outcome. You will explore the work of contemporary textile artists, which you will use as the inspiration for your own experiments. This portfolio may be submitted as part of the GCSE Textiles course.	Using a combination of the elements of all of the previous projects (photography, textiles, modelling, drawing, painting, etc) you will develop a small Fine Art portfolio based on the theme of 'figures and portraiture'. You will explore the work of portrait and figure artists and use various techniques to develop your own work, leading to a final outcome. This portfolio can be submitted as part of the GCSE Fine Art course.	
Concepts and skill development	<ul style="list-style-type: none"> Use various drawing media. Draw from primary sources. Use positive and negative space. <ul style="list-style-type: none"> Use monoprinting techniques. Use various surfaces to develop your drawings and prints. Use line, tone, hatching and blending techniques to describe shape and form. Use mark making tools and techniques. Critically analyse your own and other's work. 	<ul style="list-style-type: none"> Use various coloured media including watercolours, poster paints, pastels and coloured pencils. Develop colour mixing skills and primary, secondary and tertiary colour knowledge. Learn to accurately mix and blend colours and develop brush techniques. Emulate the work of other artists. Analyse and evaluate your own and others work. 	<ul style="list-style-type: none"> Use the rules of composition and observation skills to create your own landscape paintings and prints. Create the implication of depth and distance through knowledge of colour. Refine your painting skills and ability to accurately observe an image. Employ photography to create your own starting source imagery from which to develop your work. 	<ul style="list-style-type: none"> Observe, photograph and draw local architectural forms, exploring the richness and variety of the buildings around you. Combine paint, ink and drawing in the style of the artist John Piper, creating your own pieces based upon Sudbury's architecture. Critically analyse and evaluate the work of John Piper as part of your contextual studies. Learn a skill, then share it with a partner. Learn a different skill from a partner. Develop and submit your Arts Award portfolio. 	<ul style="list-style-type: none"> Create sculptures and assemblages using found objects. Explore the potential of natural materials such as twigs, leaves, stones, etc. to be combined or altered. Develop an understanding of sculptors and artists who use found natural materials as the basis of their work. Work collaboratively to develop a final outcome and evaluate how successfully you used the materials. 	<ul style="list-style-type: none"> Use discarded packaging and other recyclable materials to create sculptures, reliefs and assemblages. Explore the properties of recyclable materials such as plastic, card and metal when they are crushed, twisted, distorted or combined. Learn how art can highlight the importance of recycling and how it affects the wellbeing of the planet. 	<ul style="list-style-type: none"> Use drawings to develop ideas for photographic experiments. Take photographs of objects in different compositions. Select from and annotate selections of thumbnails. Present and analyse photographs. <ul style="list-style-type: none"> Use layers to create new compositions. Add layers, draw over them using the draw tool. Add colours using the paint bucket tool. Refine images to match those of your research artists. Select a final outcome and explain why. <ul style="list-style-type: none"> Evaluate your work. 	<ul style="list-style-type: none"> Use drawings and photographs as the basis for a series of textile based experiments, understanding how they can be used for the development stage. Experiment with a variety of basic textiles techniques to develop your work. Look at the work of other textiles artists to develop your ideas. Generate a textiles outcome developed from your previous experiments. Select, reduce and refine your experiments to fit a small portfolio. <ul style="list-style-type: none"> Evaluate your outcomes. 	<ul style="list-style-type: none"> Combine different techniques, media and formal elements to explore the face and the figure. Develop your understanding of the work of portrait artists. Develop a final outcome based on the face and the figure. <ul style="list-style-type: none"> Develop the ability to be selective and refine your ideas, selecting only the strongest work to submit as your outcome. 	
Exemplars of contextual sources										
PROGRESSION										
Opportunities & Adaptations	<p>The Arts Award: As part of the development of your portfolio in year 8, you will be offered the chance to submit your work as part of a Bronze level Arts Award, accredited by Trinity College. In order to gain this award, you must gather a portfolio of your involvement with the Art subjects, including practical work and experience such as gallery visits, concerts and other cultural exposure.</p>									
Assessment	Baseline assessment: Observational drawing from an inanimate object. These drawings are then assessed using a combination of Key Stage Three national curriculum levelling criteria and GCSE assessment objectives to generate an accurate target and current position in conjunction with your prior attainment data.	Verbal feedback. Personalised written feedback. Half termly formal assessment.	Verbal feedback. Personalised written feedback. Half termly formal assessment.	Baseline assessment: Church drawing. The Arts Award will be assessed by your advisor against the Bronze Assessment Criteria and then moderated externally.	Verbal feedback. Personalised written feedback. Half termly formal assessment.	Verbal feedback. Personalised written feedback. Half termly formal assessment.	Baseline assessment: Shoe drawing. This is then compared against your drawing at the start of year 7 and comparative progress in fundamental observational skills is assessed. Verbal feedback. Personalised written feedback. Half termly formal assessment.	Verbal feedback. Personalised written feedback. Half termly formal assessment.	Verbal feedback. Personalised written feedback. Half termly formal assessment. Portfolios are graded against AQA GCSE assessment objectives to provide an accurate starting point assessment for the start of GCSE Arts courses in Year 10.	

~ Key Stage 2	7			8			9			Key Stage 4 →
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer		
Theme for the year: 'Structures' 'Key skills & Abstract Structures'	Theme for the year: 'Structures' 'Biomimicry'	Theme for the year: 'Structures' 'Graphics'	Theme for the year: 'Everyday' 'Pop Art'	Theme for the year: 'Everyday' 'Pictograms'	Theme for the year: 'Everyday' 'Textiles'	Theme for the year: Human Interaction 'Typography'	Theme for the year: Human Interaction 'Architecture'	Theme for the year: Human Interaction 'Lighting Design'		
You will practice your drawing skills, and ability to accurately record form and shape. You will develop your understanding of key contextual sources looks specifically at the work of Wyndham Lewis, Alexander Calder and Kandinsky.	Continue to develop your drawings skills and begin how to understand how to interpret design briefs. You will produce a perfume bottle inspired by natural forms looking at the work of Kate Malone and Peter Randall.	Continue to develop your drawings and hand building skills. Whilst understanding the importance of working neatly and accurately to produce high quality outcomes. You will look at different paper folding techniques and produce pop up greeting cards that are both hand and digitally made.	This unit you will explore the work of pop art artists Roy Lichtenstein and Claes Oldenburg. Learning different methods of construction developing your hand building skills and your ability to transfer 2D designs to 3D outcomes.	You will continue to practice your drawing skills and ability to record shape and form accurately. You will explore signage and pictograms exploring the work of Graphic designer Lance Wyman.	Continued development of hand building skills and ability to record shape and form to produce a textile based outcome exploring the work of both Alison Headley and Angie Lewin influenced by the word around us.	Introduction to typography and the importance of its place in communicating a message in graphic design. You will look at the work of Paul Thurlby and begin to understand the basics of the anatomy of typography.	You will practice your drawing skills, and ability to accurately record form and shape. Whilst building your understanding of how to transfer 2D designs to 3D outcomes, looking at the work of Frank Wright.	In this project you will begin to look at how products interact with both humans and environments. You will develop a lighting solution, following a design brief and take 2D designs and develop them both digitally and physically through the use of CAD. In this rotation you will look at the work of designer Alexander Taylor.		
Core Knowledge										
<ul style="list-style-type: none"> •Develop technical drawing techniques to increase accuracy when recording forms. •Draw from both primary and secondary sources and understand the the difference. •Use line, tone, hatching and blending techniques to describe shape and form. •Understand key terminology, and create a basic structure inspired by the work of Wyndham Lewis •Critically analyse your own and other's work. 	<ul style="list-style-type: none"> •Continue to develop ability to record and draw shapes accurately. •Be able to used the world around for inspiration to generate design ideas. •Begin to understand how to work to a brief with considerations of target audience. •Understand the term biomimicry and be able to recognise and analyse how contextual sources have used the natural work to influence their work. 	<ul style="list-style-type: none"> •Continue to develop drawing and hand building skills with increased accuracy. •Continue to develop ability to record and draw shapes accurately. •Continue to develop knowledge of how to interpret a design brief. •Be able to work to a schedule and understand the importance of delivering outcomes and final pieces on time. •Continued analysis of contextual sources and how they have influenced your ideas and final outcomes. 	<ul style="list-style-type: none"> •Understand how to use and produce nets to construct three dimensional shapes. •Create miniature prototypes and larger scale sculptures that explore the idea and understanding of scale •Develop an understanding of sculptors and Artists and how they explore the idea of scale and environment. •Work collaboratively to develop a final outcome and evaluate how successfully and accurately the sculpture has been constructed. •Develop construction and model making techniques using different methods of assembling . 	<ul style="list-style-type: none"> •Understand the importance of pictograms and wayfinding systems that work international. •Develop understanding on contextual references and how to analyse their work. •Work both individually and collaboratively to produce signage for around the school which is easily recognisable to all. •Begin to understand the basics of taking hand drawn ideas to a digital outcome. 	<ul style="list-style-type: none"> •Develop understanding on contextual references and how to analyse their work. •Develop understanding of working with different mediums and how to present work on different platforms. •Understand the importance of key terminology and how to use it while analysing work. •Begin to understand how to develop and refine ideas through tests and experimentations. 	<ul style="list-style-type: none"> •Understand the fundamentals and importance of typography to communicating ideas and messages in graphic design. •Understand some basic terminology based on the anatomy of type and be able to use design to explain to a specific target audience. •Develop photography skills to produce high quality final outcomes. •Develop a fully working typeface that can be applied to a platform. 	<ul style="list-style-type: none"> •Develop technical drawing techniques to increase accuracy when recording forms. •Draw from both primary and secondary sources and understand the the difference. •Use line, tone, hatching and blending techniques to describe shape and form. •Use mark making tools and techniques to demonstrate different surface textures and decoration. •Critically analyse your own and other's work. 	<ul style="list-style-type: none"> Use drawings and model construction to develop ideas through CAD experiments. •Be able to recognise the difference between form and function. •Develop proficiency with CAD and be able to create nets to create three dimensional structures. •Independently source contextual areas of interest that lead to experiments which influence decision making and final outcomes. •Critically analyse your own and other's work and evaluate the success of final outcomes. 		
Concepts										
Exemplars or Key Questions?										
	➤	➤	➤	PROGRESSION			➤	➤	➤	
Vocabulary	One point perspective, two point perspective, isometric, abstract, hand building, biomimicry, product design, mount board, card construction, folding techniques, line, shape, form, colour, sculpting			Scale, pop art, movements, hand building, card, mount board, craft, pictograms, graphics, typography, colour, grid method, signage, illustrations, abstract, primary, secondary, bright, Olympics, juxtaposition, contemporary, textiles, batik, motif, printing, dye.			Typography, font, house style, serif, san serif, font families, calligraphy, kerning, tracking, strokes, architecture, contemporary, neo gothic, hand building, model, prototype, product design, arch, ellipse, designs, shadow, structure, surface decoration, relief, foreground, background, midground, filter.			
Assessment	Students will be assessed from a baseline test and receive both verbal and written personalised feedback. Students work will be formally assessed half termly.			Students will be assessed from a baseline test and receive both verbal and written personalised feedback. Students work will be formally assessed half termly.			Students will be assessed from a baseline test and receive both verbal and written personalised feedback. Students work will be formally assessed half termly.			

← Key Stage 3	Year 10		Year 11	Key Stage 5 →	
	Autumn	Spring	Autumn	Spring	
	Fine Art: 'Natural forms' Photography: 'Experimental photography' Textile Design: 'Experimental Textiles; Texture'	Fine Art: 'Impressions of the landscape' Photography: 'Photomontage' Textile Design: 'Vintage tea party'	Fine Art: 'Impressions of the landscape' Photography: 'Macro World' and 'Composition' Textile Design: 'Vintage tea party'	Fine Art: 'Forces' Photography: 'Me, Myself and I' Textile Design: 'Natural Forms; Surface Pattern and Decoration'	'Externally Set Assignment' Street Photography

Core Knowledge and skills development	<p>Fine Art: Having developed your basic skills you will enhance them by researching a collection of artists who use natural forms as the focus of their work (including painters like Georgia O'Keefe and photographers like Karl Blossfeldt) and developing a portfolio of work through photography, print, mixed media and paint techniques. You will improve your use of the visual elements to realise your intentions in response to the artists studied, and will produce outcomes using both print and paint media. This project will last for a term and a half.</p> <p>Photography: You will build an understanding of the history and development of Photography since it's earliest place in history. You will produce a pinhole camera to understand how a the concept of photography. You will learn basic chemical processes, how to use the darkroom and how to use digital cameras. You will experiment with toning, solarisation and photo montaging through an intensive series of experiments. You will learn how to edit images and develop them applying double exposure.</p> <p>Textile Design: You will start your journey into textile design by manipulating and experimenting with a wide range of materials and techniques in response to the theme of 'texture'. You will be introduced to a wide variety of textile artists who use texture as a focus for their work, and will use your investigations into these artists to inform your ideas, leading to a series of final samples. This project will last for a term and a half.</p>	<p>Fine Art: In this part of the project you will expand your use of paint, print and mixed media techniques through a series of experimental workshops, developing a series of experiments based upon urban and natural landscapes. You will explore the landscape work of Impressionist painters and contemporary mixed media artists and refine your ability to imply perspective through the use of strength of line, density of marks and quality of colour (aerial perspective). You will build towards a final realisation which demonstrates the range of refinement you have undertaken. This project will last for a term and a half.</p> <p>Photography: You will experiment with macro photography, exploring surfaces and textures at close range. You will research 3 key macro photographers and one macro artist. You present your own final pieces work inspired by your contextual references. You will then develop an understanding of the fundamental rules of visual composition, including orientation, the rule of thirds, the golden section, diagonal and leading lines and dynamic contrast. This will lead to contextual study of photographers who employ composition in different ways, leading to a series of practical and analytical experiments demonstrating your control over the visual environment.</p> <p>Textile Design: For your second unit of work you will be working towards a response to the theme 'Vintage tea party'. You will record your ideas through direct observation using a variety of drawing and textiles techniques. You will also be inspired by artists who produce textile art on this theme to help inform your investigations. You will then refine your ideas for a final art textiles outcome. This project will last for a term and a half.</p>	<p>Fine Art: In this unit, you will select from a series of possible starting points, exploring the theme of 'Force': this may include physical force, emotional or psychological force, the force of time, political or social force. You will employ the techniques you have learned over the previous projects to refine your work over the course of the project, demonstrating the ability to independently select and develop ideas. At the culmination of the project you will develop a final outcome, which will take place during your mock exam. This project acts as a preparation project for your final, externally set exam project.</p> <p>Photography: This part of the project will involve three smaller sections in which you will reduce, select and refine your work and present the best outcomes of your experiments. You will develop work based upon your own identity through three avenues: still life (personal objects), portraiture and your final idea development. You will explore the work of specific photographers in the first two sections and select you own for the third. You will complete the final section in your mock exam time.</p> <p>Textile Design: This unit focuses on surface design and pattern with an emphasis on interior design and products. You will look at the history of printed textile design from the 19th and 21st centuries and will explore the use of repeated pattern design within these periods. You will experiment and refine your ideas for an interior design collection inspired by natural forms.</p>	<p>Externally Set Assignment for all courses</p> <p>You will be presented with an exam paper in January; on that exam paper you will find several possible starting points, along with some guidance on which Artists you will be basing your work upon. You will select one of the starting points and develop a project around it from January until after Easter. At that time you will have a 10 hour controlled test in exam conditions in your Art room, in which you will generate your final outcomes and submit your finished sketchbooks for assessment. Your exam project is worth 40% of your final GCSE grade.</p>	<p>Fine Art Summer task: To create a personal journal in response to a series of given starting points.</p> <p>Photography Summer Task Documenting the urban environment focusing on photojournalism techniques</p> <p>Textile Design Summer task: To create a personal explorative journal into the theme of 'Surfaces'.</p>
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Art and Design Foundation courses

HND (Higher National Diploma) in Fine Art, Craft, Photography, Design, Graphic Communication, Games design etc. Degree level Art and Design, Fine Art, Fashion Design, Surface Pattern, Animation, Photography, Sculpture Design, Illustration.



Exemplars of contextual sources	
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	➤	➤	PROGRESSION	➤	➤	➤
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Vocabulary	Aperture, Darkroom, enlarger, F-stop, Filter, DLSR, SLR, developer, fix, stop bath, exposure, Cold water dye, toner, acetate, beaker, tongs, crop, burn, bleach out, fade, Photography paper, light sensitive paper, fogged.	Dadaism, avant-garde, photomontage, hue, refraction, sliders, collage, distortion, manipulate, mount, present, refine, develop, explore, reinvent.	Close up, saturation, blurred, composition, full frame, detail, texture, tone, pattern, gloss, depth of field, soft-box, daylight bulb, blue lens, warm tungsten light, light box, settings, zoom, close up, abstract.	Foreground, background, middle ground, rule of thirds, leading		
Assessment	Assessment: assessment throughout KS3, GCSE and A-Level learning at Thomas Gainsborough School is continuous, with main assessment and feedback points occurring once every half term and targets and comments added to the feedback sheets in your sketchbooks. You will also have a set of assessment criteria in your sketchbooks so that you can track what you need to do to progress at every level. You will have ongoing learning conversations with your teacher and are able to ask for guidance or attend catch up sessions to enhance your portfolio with at least one teacher from the Art team every week. Assessment of your work follows the criteria of the AQA exam board, whose assessment objectives are as follows:	AO1 'Develop': You will need to explore the work of Artists, designers, craftspeople and Photographers and develop your own work demonstrating your understanding of their ideas and practice.	AO2 'Refine': You will need to experiment thoroughly, refining your ability to use materials media and processes (such as drawing, mark making, painting, sewing, using the darkroom, etc.) and showing how you learn and improve.	AO3 'Record': You will need to demonstrate through your experiments and annotation (writing) how your ideas develop and how you have explored the given theme.	AO4 'Present': You will need to complete your projects with final pieces which demonstrate the depth of the skills you have developed and how your work has been influenced by the research into contextual sources you have conducted. You will need to evaluate your work, strengths and weaknesses.	

Autumn

Spring

Summer

Autumn

Spring

Graphic Communication:
Experimental typography:
'Text As Image'

3D Design:
'Organic & Artificial forms'

Graphic Communication: Advertising campaign
'Sudbury As Our Canvas'

3D Design:
'Olympic Architecture'

Graphic Communication:
Experimental
'Packaging design'

3D Design:
'Unconventional Structures'

Graphic Communication: 'Thematic project'

3D Design: 'Ergonomics'

Externally set assignment (ESA)

Graphic Communication: You will start your introduction into Graphic Communication by understanding the important role typography plays within the Graphic Design industry.

- >Able to accurately describe parts of a letterform eg stem , bar, curve, x-height, baseline, ascender, descender.
- >Understanding the necessary stages required to create own typeface design.
- >Developing stencil printing technique and understanding the fundamental process.
- >Researching influential typographers such as Neville Brody and David Carson for inspirational purposes.

Graphic Communication: This unit will be understanding and interpreting a design brief and being able to ask the right questions to explore different avenues.

- >To consider own photographic style from the offset on a local trip to Sudbury high street.
- >Able to understand the importance of composition and layout and use the hierarchy of information correctly.
- >To be able to display text and imagery together in a way to effectively communicate a message/key information across.
- >Developing ideas forward on the computer and using different tools to try and emulate a particular designer/artists style.
- >To produce a collection of merchandise which are all visually connected and consistent in terms of style, typeface used and colour (need to look part of one family.)
- >To show the whole design journey in a digital portfolio which needs to incorporate images, experiments, screen shots, edited photographs, annotations to help explain and justify why certain decisions made and why.

3D Design: In this part of the project you will develop the accuracy of your drawing skills developing a series of experiments focusing on model making and architecture. You will explore both historical and contemporary architecture and refine your drawings to produce accurate plans of ideas and concepts. Your research and investigations will build towards an outcome, creating a structure for an Olympic games.

Graphic Communication: In this unit students will use research on packaging designs effectively to inform own choices regarding shape, size, style etc.

To produce stylised drawings and prints involving natural forms/leaves/flowers based on contextual studies of Cath Kidston, Angie Lewin and Anna Atkins.

- >Understand about positive and negative space.
- >Learning how to make a cyanotype print and the key stages involved in the process.
- >Experimenting and developing ideas forward with prints in respect of layers , colours, appropriate text and creating a suitable and workable pattern.
- >Understand and show a strong interpretation of the brief and realising own design intentions for a Cath Kidston inspired gift box.
- >To produce a set of design ideas for packaging box.
- >To record the whole process from research to design to the construction and assembly of the 3D inspired Cath Kidston gift box. Including photographs of the process.

3D Design: This unit will focus on using unconventional/non-traditional materials with an emphasis on sculptural work. You will look at the works of contemporary sculptors and architects to help produce your own final outcomes using unconventional materials

Graphic Communication: Due to the premise of this project and how it will change approx. 2 years the core knowledge will vary depending on the ESA chosen by the class teacher.

Any project chosen from previous year's ESA's will be carefully considered on merit and with the students best interests at the forefront (capabilities/interests or hobbies to really capture students' level of engagement/different application to broaden mind.) It will also encourage independent learning and students taking more ownership from the start.

Any ESA project will:

- use both primary and secondary sources.
- respond to the 4 assessment objectives
- incorporate 'drawing for purpose'
- show various trials, media experiments, techniques, processes, reviewing and refinement of ideas.
- provide evidence of purposeful recording of key observations and insights relevant to students intentions
- personal responses and annotation to reflect students own thought processes.
- effective use of visual language by means of communicating ideas using visual elements.
- careful and considered approach to the overall presentation of work
- show and present a final piece of work (either in a digital or non-digital form.)

3D Design: In this unit you will select from a series of possible avenues, exploring the theme of Ergonomics. Throughout this unit you will study the interaction between the human body, products and the surrounding environment. Here you will research a number of given furniture and product designers who you will use to base a series of experiments and ideas on. You will build upon designing and construction techniques you've built on over the previous projects to create a product that shows your understanding of how humans interact with objects. At the culmination of the project you will develop a final outcome, which will take place during your mock exam.

'Externally set assignment'
10 hours after preparatory period

You will be presented with an exam paper in January; on that exam paper you will find several possible starting points, along with some guidance on which Artists you will be basing your work upon. You will select one of the starting points and develop a project around it from January until after Easter. At that time you will have a 10 hour controlled test in exam conditions in your Art room, in which you will generate your final outcomes and submit your finished sketchbooks for assessment. Your exam project is worth 40% of your final GCSE grade

Core Knowledge

Exemplars of contextual sources



PROGRESSION

Concepts and skills development

Graphic Communication: Looking at the notion that sometimes typography is the only component needed in order to communicate ideas across effectively and thus using 'text as image.'

- Careful consideration of different typefaces and how they help to convey a message/help elicit certain emotions.
- Producing a digital portfolio showing design journey which demonstrates in turn research, experimentation and refinement of ideas..
- Designing and creating own typeface.
- Responding to a brief and creating own artwork incorporating digital experiments to create the final piece.

3D Design: Looking at traditional sculpting mediums and being able to adapt skills when working with different materials to produce outcomes inspired by artificial and organic forms.

- Producing a body of work in Sketchbooks that demonstrates the research, experimentation, and refinement of ideas
- Producing three experimental sculptures in different mediums, with an extended independent project that will produce a personal and meaningful response

Graphic Communication: Responding to a set brief from an external client with clear communal links.

- Carrying out research into existing advertising campaigns and being able to identify clear strengths from some campaign graphics.
- Taking own photographs from local area to later use , edit and manipulate for own artwork.
- Producing digital portfolio to show own design journey.
- Learning new computer software in order to produce various merchandise for the summer exhibition.
- Creating final piece in terms of a set of merchandise (poster, invite, plaque and name plate) consistent in style and design after being inspired by a chosen designer/artist.

3D Design: Producing a body of work in Sketchbooks that demonstrates the research, experimentation, and refinement of ideas

- Experimentation with different materials to develop concept models for olympic structures
- Learning new computer software in order to produce accurate drawings and concept art based from developmental drawings.
- Creating final piece inspired by Olympic design, exterior/interior.

Graphic Communication: Looking at existing packaging for research purposes (shape, locking mechanisms , style, originality, lay-out of information)and considering the functions of packaging.

- Producing digital portfolio to show own design journey.
- Developing artistic skills in creating repeat patterns, printmaking and frottages.
- Cross curricular links with Maths and being able to accurately draw out and measure a surface development (net.)
- Creating final piece (3D packaging box) and acknowledging the process from design to assembly stage.

3D Design: Looking at both historic and contemporary artists that explore working with unconventional materials. Considering the idea of form vs function.

- Develop hand building skills, creating sculptures out of unconventional materials. As well as taking two dimensional designs to three dimensional outcomes.
- Producing a body of work in Sketchbooks that demonstrates the research, experimentation, and refinement of ideas
- independent project that will produce a personal and meaningful response that fits the theme of 'Unconventional structures'.

Responding to a previous ESA set by the exam board from previous years. This will change approximately every 2 years to keep it as modern and current as possible.

Students will use a different and new way to present evidence. In Year 10 a digital portfolio is used to record the design journey. Students will now present work in a sketchbook/visual diary with the end outcome(s) presented as mounted evidence on display sheets.

Students will work logically through the design process in order to create a final piece in response to a particular artist/designer. The process will include (as in year 10) transcriptions, media experiments , initial ideas, developmental work often in digital format and then creating final outcome or series of outcomes (computer based outcome or 3D physical form.)

Students will be allowed more freedom to experiment and respond to the brief set (within certain parameters) and thus take more ownership of the process from start to end.



Assessment

Assessment: assessment throughout KS3 and KS4 learning at Thomas Gainsborough School is continuous, with main assessment and feedback points occurring once every half term and targets and comments added to the feedback sheets in your sketchbooks. You will also have a set of assessment criteria in your sketchbooks so that you can track what you need to do to progress at every level. You will have ongoing learning conversations with your teacher and are able to ask for guidance or attend catch up sessions to enhance your portfolio with at least one teacher from the Art team every week. Assessment of your work follows the criteria of the AQA exam board, whose assessment objectives are as follows:

AQ1 'DEVELOP'
Develop ideas through investigations, demonstrating critical understanding of sources.

AQ2 'REFINE'
Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AQ3 'RECORD'
Record ideas, observations and insights relevant to intentions as work progresses

AQ4 'PRESENT'
Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Higher Education
Art and Design Foundation courses

HND (Higher National Diploma) in Fine Art, Craft, Photography, Design, Graphic Communication, Games design etc. Degree level Art and Design, Fine Art, Fashion Design, Surface Pattern, Animation, Photography, Sculpture Design, Illustration.

Career Pathways

- Interior design
- Urban Design
- Publishing
- Packaging
- Brand identity
- Sculptor
- Jeweller
- Silversmith
- Illustrator
- Ceramic artist
- Carpenter
- Advertising
- Set Designer
- Web/mobile apps design
- Product Designer
- Teaching

Autumn

Spring

Summer

Autumn

Spring

Summer

Fine Art: 'Experimental'

Photography: 'Experimental chemical processes' and Street photography

Textile Design: 'Surfaces'

All courses:

'Personal investigation'

All courses:

'Personal investigation'

All courses:

'Personal investigation'

All courses:

'Externally set assignment'

Fine Art: In this project you will return to the development of skills and techniques through an intensive series of technical and experimental workshops and exercises. With an emphasis on perspective, through subjects such as architecture, landscapes and the figure, using foreshortening and angles to distort a given subject. You will explore the work of several Artists (including Ian Murphy, Edgar Degas, Jenny Saville and Egon Schiele) and produce a large portfolio of experiments and studies, leading to a series of outcomes including prints and paintings. You will be expected to employ thorough, documented research techniques from which you will base much of the visual style of your work and to demonstrate a strong commitment to independent study. You will also visit Art exhibitions and experience work on a personal level.

Photography: In this first part of the portfolio project you will return to fundamental photographic processes through an intensive series of exercises and tasks based around darkroom. You will explore chemical photographic techniques, developing work based around photojournalism and the rules of street photography. You will produce a series of images reflecting an urban atmosphere.

In the second part of the project you will be looking at the work of the contemporary Photographer Martin Parr and his use of location photography and colour. You will experiment with the juxtaposition of colour and subject matter, digital and analogue photography and experimental editing techniques. Part of this project will involve actively seeking out dynamic locations to collect your images, and considering the framing and composition of your subjects.

Textile Design: In this project you will return to the development of skills and techniques through an intensive series of workshops which focus on the theme 'Surfaces'. You will focus on decayed surfaces and explore the work of several textile artists who will inform and inspire your investigations, experiments and the development of your ideas leading to a series for final realisations. You will be expected to investigate thoroughly through documented research techniques from which you will base much of the visual style of your work, and to demonstrate a strong commitment to independent study. You will also visit art and craft exhibitions and experience work on a personal level.

In this project you will choose your own project title and starting point. You will then develop your idea in conjunction with your teacher, who will act as a tutor or guide through the year. You will be expected to create a project which is 50% practical experimentation and idea development and 50% written (essay) work, which must be between 1000 and 3000 words. This must demonstrate a high level of writing skill and must be backed up by sources and a bibliography. In this project you should employ the skills you have developed up to this point and demonstrate the level of skill you have achieved through them. In the first term you will develop a project plan proposal and negotiate with your teachers until both you and they are satisfied that you have a suitably strong idea upon which to work for a whole year. You will then select and research contextual sources and plan out the direction in which your project will go.

In this term you will experiment on your chosen project theme, selecting and developing work using different media and techniques. Throughout this process you will be required to continually refine and improve your processes and ideas, and record your idea development.

In this term you will be expected to develop your personal investigation through to their final outcomes, including the conclusions of your experiments, final pieces, evaluations and the completion of your essay components. This is the point at which you should seek advice on final alterations or experiments before the end of your personal investigations.

You will be presented with an exam paper in February; on that exam paper you will find several possible starting points, along with some guidance on which Artists you will be basing your work upon. You will select one of the starting points and develop a project around it from January until after Easter. At that time you will have a 15 hour controlled test in exam conditions in your Art room, in which you will generate your final outcomes and submit your finished sketchbooks for assessment. Your exam project constitutes 40% of your final assessed grade

Moderation of selected candidates and units by exam board and conclusion of the course.

Higher Education

Art and Design Foundation courses

HND (Higher National Diploma) in Fine Art, Craft, Photography, etc. Degree level Art and Design, Fine Art, Fashion Design, Surface Pattern, Animation, Photography, Sculpture Design, Illustration

Leading to MA level

Art studies PGCE (Postgraduate Certificate in Education) in Art and Design

GTP in Art and Design

Career Pathways

Photography advertising corporate fashion social photography (such as weddings or family photos) or fine art. press photographer r photojournalist, Marketing Publishing. Media

Graphic design

Gallery work

Teaching

Game Design

Commercial design

Commissioned Art

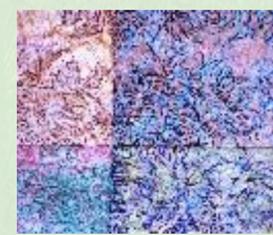
Fashion design

Apprenticeships

Media careers

Core Knowledge and skills development

Exemplars and contextual sources



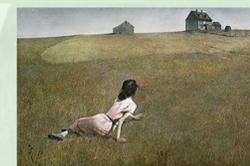
Assessment



Examination boards and moderation arrangements: At Thomas Gainsborough School our GCSE and A Level courses are awarded and moderated by the AQA exam board. All portfolio and exam work is marked in house by the Art department and marks are then submitted to the board, who send a representative into the school to moderate a sample (usually 7-10 samples of each unit). If the board agrees with the marks awarded they will award the qualification and final grades will be available on results day. The board can call for any candidates work for standardisation (training) purposes for a few months after the end of the course, therefore work cannot be returned until January after the end of the course.



AO1 'Develop': You will need to explore the work of Artists, designers, craftspeople and Photographers and develop your own work demonstrating your understanding of their ideas and practice.



AO2 'Refine': You will need to experiment thoroughly, refining your ability to use materials media and processes (such as drawing, mark making, painting, sewing, using the darkroom, etc.) and showing how you learn and improve.



AO3 'Record': You will need to demonstrate through your experiments and annotation (writing) how your ideas develop and how you have explored the given theme.



AO4 'Present': You will need to complete your projects with final pieces which demonstrate the depth of the skills you have developed and how your work has been influenced by the research into contextual sources you have conducted. You will need to evaluate your work, strengths and weaknesses.



Assessment in Art and Design

Assessment in Art subjects is divided into four areas, each evaluating a different aspect of your Arts practice. These areas help to assess how effectively you have experimented in your work, how you have improved over time, how you have analysed and evaluated and how well you have realised your ideas.

Understanding assessment in Art subjects

Subject matter and ideas in Art and Design are often subjective, which can mean that people disagree about whether it is good or bad, interesting or uninteresting. In order to avoid this, the assessment criteria are designed to test specific areas of your skills and idea development and how thoroughly you have explore your subject matter. These areas are divided into four assessment objectives, *Developing, Refining, Recording and Presenting*. Key areas that the assessment objectives examine are your ability to understand the work of other Artists, craftspeople and Photographers, to use a variety of media and processes, refine your work over time, build to an outcome based upon your ideas and intentions and identify your own strengths and weaknesses. Your work is assessed at all levels using the AQA GCSE and A-level assessment criteria, which provide us with the ability to accurately rank your work and award marks.

Assessment in the Arts Award

The Arts Award, a qualification we deliver to provide everyone with the capacity to achieve a recognised qualification in the creative Arts, regardless of their subject choices at KS4 and 5, is awarded by Trinity College London (unlike our other qualifications, which are awarded by AQA). The Award is designed to build young peoples awareness of and active participation in the creative Arts. This can include any Art form. Assessment focusses around (a) Arts skill development, (b) Arts experiences, such as attending an exhibition or performance (c) learning about other Artists and (d) passing your knowledge on to a partner. As you progress further, additional assessment objective test your ability to plan and lead Arts events or performances.

Assessment objective 1

Develop

'Students develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding'

This part is all about experimenting as much as possible, trying things out and developing your ability to use materials media and processes (such as drawing, markmaking, painting, sewing, using the darkroom, etc.) and showing how you learn and improve. The more you try and improve, the more marks you can get. You will also base your experiments based upon your research into other Artists, Craftspeople and Photographers.

Assessment at Key Stage Three (Years 7, 8 and 9)

Assessment in Art through Years 7, 8 and 9 use the same four assessment objectives as the other years, but are given a more detailed breakdown of what skills they need to demonstrate between the 1- to 5 marks scale, where these years tend to sit in relation to progress. Additionally, the Art Award assessment objectives are used to assess students who are undertaking the Bronze or Silver level Art Award qualification are given separate assessment information for those parts of the projects.

Assessment objective 2

Refine

'Students refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes'

This part is about showing how you are improving and developing your skills in the media you are using, your presentation and your ability to reflect on your skills, identify your weaknesses and work on them. To get more marks, carefully demonstrate evidence of how you are improving and refining your work at every point. You will also annotate and describe your process and progress to receive more marks.

Assessment objective 3

Record

'Students record ideas, observations and insights relevant to their intentions in visual and/or other forms'

This part is about using visual media and annotation to record how you are developing your work, your ideas and how you are learning, improving and changing in your practice. Good examples of this are drawings, photographs and written sections: it is important to note that all Art courses require drawing to be one of the recording methods demonstrated through your work.

Assessment objective 4

Present

'Students present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements'

This is about reaching a conclusion in your projects with a final piece, referred to as an 'outcome' or 'response'. This should be the best of your work on a given theme and must clearly show what you have learned, how advanced your skills have become and show influences from the other Artists you have looked at along the way. This must also be backed up with an evaluation which clearly analyses your strengths and weaknesses and how you have developed.

Progression through assessments

Mark Bands

GCSE and A-Level Art and Design subjects use the descriptors below to assess which mark band you sit in for each assessment objective.

Exceptional ability

This mark band means that you are consistently demonstrating a level of ability, rigor and critical thinking which is above the normal level of the course you are studying: the mark band is designed to reflect that your ability to experiment, refine, record and realise intentions is exceptional.

Highly developed ability

You have a highly developed command of media, techniques and processes, a discerning able to improve your work over time, a thoughtful and perceptive ability to analyse and evaluate your work as it progresses and are able to create strong outcomes which realise your ideas and intentions.

Consistent ability

You have a consistent ability to effectively use media, techniques and processes, to refine and improve your work over time and make consistently effective and perceptive links between your work and the work of others. You can consistently develop effective outcomes based on your intentions.

Moderate ability (generally consistent ability at A-Level)

You have an ability to develop your work using different media and to refine it over time, though this may be uneven. You can make links with the work of others, though this may be inconsistent. You can develop outcomes which make fairly effective connections to your intentions.

Some ability

You have some ability to use media, processes and techniques, though this may be quite basic. You make some improvements over time. You have a basic ability to articulate your ideas and intentions, and realise them in a basic way.

Minimal ability

You can demonstrate a very minimal ability to develop work using media and techniques, and can link them to the work of others on a very basic level. You can develop very basic outcomes based on your ideas.

Art and Design

Subject specific vocabulary



Graphic Communication

KS3

Flow charts
Modelling
Structure
Scale
Proportions
Sketching
Pencil drawings
Design ideas
Shape
Form
Colour
Aesthetics
House style
Typography
Finish
Foam board
Perspective drawing
Isometric drawing
Life Cycle Analysis (LCA)
Annotation
Orthographic drawings

KS4/5

Flow charts
Modelling
Structure
Scale
Proportions
Sketching
Pencil drawings
Line drawings
Design ideas
Shape
Form
Colour
Aesthetics
Finish
The 6Rs (RECYCLE, REUSE, REDUCE, REFUSE, RETHINK, REPAIR)
Foam board
Perspective drawing
Surface development
Isometric drawing
Life Cycle Analysis (LCA)
Annotation
Design brief
Client brief
3D design
Printmaking
Digital drawing
Illustration
Photography
Analyse
Evaluation
Mass production
Batch production
Laser cutter
Laser printing
3D printing
Health and Safety
Environment
Recycling
CAD/CAM
Hardness Toughness Strength
Flexibility
Smart and modern materials



Textile Design

KS3

Stitching
Appliqué
Reverse- Appliqué
Hand embroidery
Sequins
Tie dye
Batik
Natural Fibres
Synthetic Fibres
Felt
Cotton
Warp
Weft
Recycled
Design idea
Elasticity
Knitting
Needle
Pins
Fleece
Wool
Sewing Machine
Footer
Bobbin
Presser foot
Stitch
Reverse stitch
Transfer print
Analysis
Mood board

KS4/5

Stitching
Appliqué
Reverse- Appliqué
Hand embroidery
Sequins
Tie dye
Batik
Natural Fibres
Synthetic Fibres
Felt
Cotton
Warp
Weft
Recycled
Design idea
Elasticity
Knitting
Needle
Pins
Fleece
Wool
Sewing Machine
Footer
Bobbin
Presser foot
Stitch
Reverse stitch
Transfer print
Analysis
Mood board
Transfer print
Kevlar
Tensol
Overlock
Breathable fabric
Design brief
CAD/CAM
Gore-Tex
Gathering
Pleating
Lustre
Nylon
Polyester
Yarn
Wash care label
Viscos
Trademark
Regenerated fibres
Quality Control
Quality Assurance
Phosphorescence
Neoprene
Kitemark
Just-in-time
Batch Production
Health and Safety
Hems
Flammability
Laminated
Evaluation
Product analysis
Smart textiles
Performance Textiles
Lay planning
The 6Rs (RECYCLE, REUSE, REDUCE, REFUSE, RETHINK, REPAIR)

Fine Art

KS3

Abstract
Painting
Oil pastels
Water colour
Chalk
Charcoal
Blending
Observational drawing
Blind drawings
Experimentation
Thumbnail sketches
Design
Texture
Line
Pattern
Form
Tone
Transparent
Opaque
Landscape
Portrait
Evaluation
Analysis
Value
Space
Vanishing point
Impasto
One & Two point
Perspective
Street art
Surrealism
Sgraffito
Primary/secondary/
Tertiary colours
Monoprinting
Mixed Media
Collage
Wet on wet/dry
Symmetry
Still life

KS4/5

Abstract
Painting
Oil pastels
Water colour
Chalk
Charcoal
Blending
Observational drawing
Blind drawings
Experimentation
Thumbnail sketches
Design
Texture
Line
Pattern
Form
Tone
Transparent
Opaque
Landscape
Portrait
Evaluation
Analysis
Value
Space
Vanishing point
Impasto
One & Two point Perspective
Street art
Surrealism
Sgraffito
Primary/secondary/Tertiary colours
Monoprinting
Mixed Media
Collage
Wet on wet/dry
Symmetry
Still life
Installation
Portfolio
Composition
Photoshop
Visual Language
Video
Typography
Life drawing
Screen-printing
Post impressionism
Artists recreation
Mood board
Photoshoots
Oil painting
Connections
Themes
Movement
Maquette
Etching
Embossing
Digital art
Content
Context
Mood

Three Dimensional Design

KS3

Design
Mind map
Experimentation
Modelling
Foam Board
Organic forms
Dimensions
Orthographic drawings
Annotation
Form
Pattern
Craft
Wood
Metal
Ceramics
Polymers and composites
Perspective drawing
Architectural design
Assembling
Prototype
Storyboard

KS4/5

Design
Mind map
Experimentation
Modelling
Foam Board
Organic forms
Dimensions
Orthographic drawings
Annotation
Form
Pattern
Craft
Wood
Metal
Ceramics
Polymers and composites
Perspective drawing
Architectural design
Assembling
Prototype
Storyboard
CAD/CAM
Analyse
Evaluate
Maquettes
Laser cutter
Product design
Jewellery making/design
Exhibition design
Surface treatment
Rendering
Scanning
Texture mapping
Digital sculpting
Manipulate

Photography

KS3

Contrast
Background
Foreground
Brightness
Tone
Tripod
Digital
Deep depth of field
Shallow depth of field
Self-timer
Landscape
Portrait
Black and white
Exposure
Vibrancy
Saturation
Sharpness
Focus
Highlight
Shadow
Tint
Fade
Analysis
Photoshoot
Abstract
Typology
Still life

KS4/5

Contrast
Background
Foreground
Brightness
Tone
Tripod
Digital
Deep depth of field
Shallow depth of field
Self-timer
Landscape
Portrait
Black and white
Exposure
Vibrancy
Saturation
Sharpness
Focus
Highlight
Shadow
Tint
Fade
Analysis
Photoshoot
Abstract
Typology
Still life
Composition
Contours
Vantage point
Mood
Movement
Analog
Film
Shutter (long/short
Shutter speed)
Aperture
F-Stop
Light meter
Vignette
Redeye
Developer
Fix
Stop
Artist Analysis
Mood Board
Artist recreation
Street photography
Fashion photography

