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| **Art and Design: Graphics/ Product Design/ Textiles/ Food** | | | | | | | | | |
| **Key Stage 4:**  **Eduqas** | | | | | **Key Stage 5 (Graphics only):**  **Eduqas** | | | | |
| **Year 7** | **Year 8** | | **Year 9** | **Year 10** | | **Year 11** | **Year 12** | | **Year 13** |
| 2 lessons per week | 2 lessons per week | | 2 lessons per week | 3 lessons per week | | 3 lessons per week | 6 lessons per week | | 6 lessons per week |
|  | | | | | | | | | |
| **Staff** | | **Role** | | | **Staff** | | | **Role** | |
| **E. Walter** | | Co-Curriculum Leader: Art/ Design | | | **N. Douglas** | | | Co-Curriculum Leader: Art/ Design | |
| **K. Vas** | | Teacher/ Head of Sixth Form | | | **D. Farr** | | | Teacher | |
| **L. Quinn** | | Teacher | | | **S. Morson** | | | Teacher | |
|  | |  | | | **R. Smith** | | | Teacher | |

**Product Design**

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|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
| **Year 7** | **Cam Toy : This module is delivered each module as part of the Tech Carousel Rotation**  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. | | | | | |
| **Year 8** | **Jewellery Casting: This module is delivered each module as part of the Tech Carousel Rotation**  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. | | | | | |
| **Year 9** | **Night Light: This module is delivered each module as part of the Tech Carousel Rotation**  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. | | | | | |
| **Year 10** | **Skill-Building**  Students will explore a stimulating and rich variety of resources to initiate and develop innovative ideas. Paying due regard to line, tone, colour, shape, texture and other visual elements of art to explore and communicate ideas using a wide range of tools, equipment and materials to experiment with the opportunities for creative decoration with wood, metal and plastic as well as using computer aided design. | | **Coursework (60% of final grade)**  Students investigate a theme of their choice and develop ideas through appropriate mediums, taking inspiration from contextual sources to arrive at a final outcome.  During modules 3-6 students will focus on assessment objectives 1,2 and 3.  Possible areas of study include: • Architectural design • Interior design • Product design • Exhibition design • Environmental/landscape design • Sculpture • Design for theatre, film and television • Jewellery and body adornment • Ceramics. Work is not limited to one area of study. | | | |
| **Year 11** | **Coursework (60% of final grade)**  Students investigate a theme of their choice and develop ideas through appropriate mediums, taking inspiration from contextual sources to arrive at a final outcome. In modules 1 and 2 in year 11 students focus should now be on assessment objective 4.  Possible areas of study include: • Architectural design • Interior design • Product design • Exhibition design • Environmental/landscape design • Sculpture • Design for theatre, film and television • Jewellery and body adornment • Ceramics. Work is not limited to one area of study. | | **Exam (40% final grade)**  Students investigate a theme of their choice from the exam boards list. Develop ideas through appropriate mediums, taking inspiration from contextual sources to arrive at a final outcome.  The Externally Set Assignment materials will consist of a series of fifteen assignment choices, comprising five broad themes, five visual stimuli and five written briefs which are to be presented to the student at the start of the preparatory study period.  The student is required to select one of the fifteen assignments as a starting point from which to elicit their own independent creative response. Responses are to be developed during the preparatory study period. They should take the form of contextual and practical research and supporting studies that inform the resolution of ideas in the 10 hours sustained focus study.  Possible areas of study include: • Architectural design • Interior design • Product design • Exhibition design • Environmental/landscape design • Sculpture • Design for theatre, film and television • Jewellery and body adornment • Ceramics. Work is not limited to one area of study. | | | |
| **Students are assessed against the following assessment objectives in both coursework and Externally set assignment. Further marking criteria can be found in the Eduqas GCSE Art and Design specification online.**  **AO1**  Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.  **AO2**  Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.  **AO3**  Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.  **AO4**  Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements  **As part of their studies for GCSE Product Design, students should aim to present clear evidence of addressing the assessment objectives, as in the following examples.**  **AO1**  • Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary three-dimensional design in their own and other societies and other sources, for example, in the work of craftspeople working in wood or metal.  • Explore a wide variety of work produced by three-dimensional designers and understand the differences in their methods, approaches, purposes and intentions such as ethical considerations.  • Provide evidence of analytical skills and critical and contextual understanding by appraising, comparing and contrasting the work of relevant three-dimensional designers and other historical and contextual sources, using this to inform their own work.  • Increase awareness of the wide variety of three-dimensional design processes and outcomes and the differences between these, including relationships between functional and aesthetic considerations and how these are applied and adapted to meet particular needs.  **AO2**  • Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with appropriate breadth of three-dimensional design materials and processes, including, wood, clay, plastic, metal, card and paper and, where appropriate, the purposeful manipulation of digital software. Exercise skilful and safe application of these to maximise creative potential and produce quality outcomes.  • Explore a stimulating and rich variety of resources to initiate and develop innovative ideas. Pay due regard to line, tone, colour, shape, texture and other visual elements and where appropriate, use drawing to explore and communicate ideas.  • Provide evidence of appropriate depth and breadth of study of three-dimensional design. Employ sensitive control, for example in refining detail, aspects of functionality, and ergonomic and aesthetic considerations.  • Show discrimination in reviewing ideas as work develops. Establish a clear working relationship between working methods and outcomes by documenting significant steps so that final outcomes do not emerge without evidence of the creative process.  **AO3**  • Gather, select, organise and communicate information that is relevant to their personal interests as a consequence of careful research and analysis of a stimulating and rich variety of resources.  • Record ideas, first-hand observations, insights and judgments by any suitable means, such as sketches, diagrams, technical drawings and written notes that are relevant to personal intentions.  • Critically reflect on work as it progresses in order to review what has been learned, acquire deeper understanding and clarify purposes and meanings.  **AO4**  • Present personal, imaginative final outcomes, together with selective evidence of thinking and production processes, that effectively realise the student’s stated intentions or a design brief and demonstrate critical understanding of visual and, where appropriate, other forms of communication. For example, producing designs and a model of play equipment for a children’s playground in a local park or open space.  • Make explicit connections, where appropriate, between the different elements of the submission, including contextual, practical and written responses, presenting work that is meaningful, well-informed and in a sequence that can be easily followed and results in quality outcomes.  • Consider different presentational formats and select the most appropriate for the submission. Due regard should be given to the purpose of the work and how it might engage the interest of an audience or potential clients. For example, students could make a scale model of a film or theatre set or a one-off piece of jewellery | | | | | | |
| **Year 12** | **Skill-Building**   * Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with appropriate breadth of fine art media, techniques and processes, singly and in combination. Exercise skilful and safe application of these to maximise creative potential and produce quality outcomes. * Explore a stimulating and rich variety of resources to initiate and develop innovative ideas * Pay due regard to line, tone, colour, shape, texture and other visual elements to explore and communicate ideas. * Provide evidence of appropriate depth and breadth of study of fine art practices, including drawing as an end in itself. Employ sensitive control, for example, in refining detail or in using accurate or exaggerated colour and tone. * Show discrimination in reviewing ideas as work develops. Establish a clear working relationship between working methods and outcomes by documenting significant steps so that final outcomes do not emerge without evidence of the creative process | | **Coursework: Personal Investigation (60% final grade)**  Students investigate a theme of their choice. Develop ideas through appropriate mediums, taking inspiration from contextual sources to arrive at a final outcome.   * Selection of, and experimentation with, a sufficient and appropriate breadth of fine art media and processes, mixed media and combinations of media, * exercising suitable control of these to maximise creative potential. * Exploration of stimulating resources and rich visual and tactile sources to initiate and develop innovative ideas, with due regard to line, tone, colour, texture and * other visual elements, particularly composition. Clear relationships should be established between working methods and outcomes. * Each significant step in the creative process should be documented, with due regard given to the penultimate stage of development so that final outcomes do not suddenly appear. * Discrimination shown in reviewing ideas as work develops. * Careful control exercised in refining detail, such as delineation of anatomical structure in portraying the human form, to produce well resolved outcomes of quality. | | | |
| **Year 13** | **Coursework (as in Year 12, Modules 3-6)** | | **Exam (begins 01 Feb) (40% final grade)**  The Externally Set Assignment consists of a series of visual (including moving image) and written stimuli set by EDUQAS. Learners are required to select one of the stimuli and develop it in the form of:  a personal response or an issue to be addressed or a problem to be considered or a specific design brief or another suitable starting point. Learners will develop their response over a preparatory study period (January until April). Responses must take the form of critical, practical and theoretical preparatory work and/or supporting studies, which will inform the resolution of these ideas. learners will be allocated a period of 15 hours sustained focus study to realise their response unaided and under supervised conditions.  **Students are assessed against the following assessment objectives in both coursework and externally set assignment. Further marking criteria can be found in the Eduqas GCSE Art and Design specification online.**  Learners must demonstrate their ability to:  **AO1** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.  **AO2** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.  **AO3** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.  **AO4** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. | | | **Public Examinations** |

**Further Information and Guidance**

**GCSE Subject Information Sheet**

**Sixth Form Information Sheet**