

Year 10 Art Curriculum Plan

Topics covered	Assessments
<p>Natural Forms: Autumn term, half of spring term. Observation of a variety of natural forms in a wide range of materials, challenging approaches, moving “out of the comfort zone”. In tandem, the study of various artists, styles and approaches to the subject. Own ideas are developed alongside students’ exploration of artists’ work, allowing them to create links and enrich their own practical work. Students follow a set course until, in the second half of the project, they develop their own individual response to the theme. This work is usually a 3D piece, and students have a great deal of choice as to how they approach the challenge.</p> <p>Enrichment visit to the Curwen Print Study Centre, one day per student.</p> <p>Environment: Half of spring term/summer term. Extension of the study of nature into the built/human environment. Observation based in the initial stages. Approach, as above. Students produce a 3D installation piece as a response to a challenging visit to the Tate Modern, as well as a controlled, technical piece in 2D based closely on their interpretation of an artistic movement. This project incorporates the year 10 exam, which takes place over 5 hours and is observation based.</p> <p>Enrichment visit to the Tate Modern in London.</p>	<p>Work is continuously assessed throughout the course.</p> <p>Assessment consists of self/peer and teacher assessment.</p> <p>In lessons feedback is verbal, and can be on an individual, small group or whole class basis.</p> <p>Homework is always marked and returned with a comment and suggestions for personal development, to be followed up in the next lesson.</p> <p>Work is assessed at the end of the project, and a grade awarded, again with targets for improvement.</p> <p>The year 10 examination is marked as a separate exam piece, but is then incorporated into the Environment project.</p>
<p>Home enrichment opportunities</p> <p>In the summer holiday between year 9 and 10 join in your child’s “Andy Goldsworthy” project, which is designed to involve the family and be a fun, pro active experience. Look him up on Google Image! Visit the museum of Zoology, on Downing Street, Cambs. Visit the Botanic Gardens with a camera, and take some close up images of the amazing plants. Take photographs around Cambridge/other town, looking at details of the architecture, experiment with viewpoints. Visit some “Open Studios”, (every weekend in July): collect a brochure from many shops around town or check out the website.</p>	

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<p>Identity: Autumn term. Controlled assessment project. Focus on how identity is expressed across time and different cultures, eventually allowing students to choose their own aspect to develop. Observation (still life/symbolism of the object/portraiture/photography), exploration of different media, and study of diverse artists from many cultures. A visit to the Fitzwilliam Museum and the Museum of Anthropology in Cambridge forms an important part of the course. The mock examination is incorporated into this project. This project provides the students' best opportunity to experiment and push some boundaries in preparation for the final examination.</p> <p>Externally set examination: Spring term. Externally set theme. 8 weeks to prepare, theme is "taught" for the first 6 weeks, and students become increasingly independent as the final exam approaches. Observation/research/experimentation/develop ideas/refine ideas/plan. 10 hour exam in the week before Easter.</p>	<p>Work is continuously assessed throughout the course. Assessment consists of self/peer and teacher assessment. In lessons feedback is verbal, and can be on an individual, small group or whole class basis. Homework is always marked and returned with a comment and suggestions for personal development, to be followed up in the next lesson. Work is assessed at the end of the project, and a grade awarded, again with targets for improvement. The mock exam stands alone as a school examination, but forms the core of the student's coursework and is developed into a final response to the identity theme.</p> <p>All coursework, (the Personal Portfolio) is marked again in the early summer term, and a sample is then moderated by an external examiner in the summer term. The Personal Portfolio accounts for 60% of available marks. The Externally Set examination is marked internally in the early summer term, and a sample is moderated by the external examiner. The Externally Set examination accounts for 40% of available marks.</p>
<p>Home enrichment opportunities</p> <p>In the autumn term, visit the Fitzwilliam, Museum of Archaeology and Anthropology, any museums of folk social history, churches, tombs, multi cultural celebrations, fashion shows, photography exhibitions. Encourage family discussions about identity, share family history, memories, photographs. Visit older family members and share and record memories.</p> <p>In the Spring term, the theme is dependent on the Externally Set Exam. Ask to see the exam paper in January and discuss ways to get involved. The exam paper itself has numerous suggestions of artists, museums, galleries and websites. The Fitzwilliam opens its doors to GCSE Art students at this time of year. They have the exam paper and are ready to help students get the most out of the collection, making direct links with the exam theme (your child will receive a flyer in the spring term). This is free and open to all, go along and see what they have to offer.</p>	