

Unit Overview: Natural Forms Collected Objects and Exam Unit

Half- Term:

AUT 1

AUT 2

SPR 1

SPR 2

SUM 1

SUM 2

No of Lessons:

Key Focus for Unit:

What is the key knowledge being delivered?

What is the intent of this unit?

Component 1: Portfolio Unit, Natural Forms/ Collected Objects

Students will enter year 11 with their focus on planning and completing a Final Outcome to Natural Forms as part of their portfolio project.

Component 1 will develop into Collected Objects until the release of the Exam Unit in January.

This unit 'Collected Objects' is an exciting and dynamic development of their GCSE Art Portfolio, giving students the chance to showcase their knowledge and skills in a short project which will prepare them well for the Exam Unit. This is to allow students to achieve a real sense of meaning and purpose within their work, which in turn allows them to reach the higher marks by demonstrating sophisticated and perceptive outcomes. As student's move through to higher Art based education, this method of working at GCSE level gives them a deeper understanding of what is expected at A-Level, preparing them for components such as the related study.

Collected objects offers an open theme that pays homage to still life but could be taken in different personal directions. As the project develops students expand on their subject and contextual knowledge in response to artists and techniques.

As part of Component 1 students are required to work in **one or more** area(s) of fine art, such as those listed below:

- drawing
- painting
- sculpture
- installation
- lens-/light-based media
- photography and the moving image
- printmaking
- mixed media
- land art.

- Component 1 provides students with a foundation into skills and techniques in different media via natural forms and collected objects allowing for personalisation.

Component 2: Externally set assignment

A preparation period which can begin on or after the start of January is followed by 10 hours of supervised unaided work in which students are required to realise their intentions. Students must not undertake any further preparatory studies once the first period of supervised time starts.

AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to **one** starting point from their chosen title.

The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.

Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of [drawing activity](#) and [written annotation](#). Students must identify and acknowledge sources which are not their own.

Key Knowledge and Big Ideas:

*What **Powerful Knowledge** and **Big Ideas** are explored in this Unit?*

*How have these progressed from previous learning? What **gaps in knowledge** have you identified from **baselining** and how are they being closed?*

Big Ideas: A01-A04

(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.

Literary Convention Knowledge and Contextual Knowledge:

Knowledge and understanding

- Students will be able to discuss the way sources inspire the development of ideas, relevant to fine art including:
 - how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts
 - how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.

The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:

- figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation
- visual and tactile elements, such as:
 - colour
 - line
 - form
 - tone
 - texture
 - shape
 - composition
 - rhythm
 - scale
 - structure
 - surface.

- Students will be able to discuss key elements of Art: they can describe typical features of art, and make links to the mood.
- Can listen and respond to information about the work of others.
- Can ask relevant questions to develop their understanding.
- Can investigate from given information and resources.

Contextual Knowledge:

- Students will be able to start to form their understanding of Artists work and opinions.
- Students can describe the visual language in artists work and describe what they see expanding on the basic terms showing understanding of the visual qualities.
- Students can compare and contrast the work of artists, finding the similarities and differences.
- Students will learn about the context of Art through historical and contemporary examples and links to their respective themes.

- **Knowledge of Skill, Technique and Experimentation in Component 1:**

- **Skills**

- **Within the context of fine art, students must demonstrate the ability to:**

- use fine art techniques and processes, appropriate to students' personal intentions, for example:

- mark-making
- monoprint, collagraph and block printing
- assemblage
- construction

- use media and materials, as appropriate to students' personal intentions, for example:

- charcoal, pastels, pen and ink, crayons and pencil
- watercolour, gouache and acrylic paint
- found materials
- digital imagery
- different papers and surfaces on which to work.

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- Natural Forms/ Collected Objects allows students respond to both contemporary and historical artists that use natural forms and still life to inform their art work in very different ways. Building on different media and skills students create different art pieces in response to artists work and primary/secondary observation. This fuses the contextual and practical element together in which students articulate/annotate the main features in the art and the mood and how this connects to their ideas/practical developments.

Unit Assessment:

How will this unit be assessed?

What is the frequency of assessments – baselines etc?

What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives AO1-4. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

In Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.

Assessment 4:

AO1: Research into established Artists and artworks will help students to develop their own ideas and try their techniques. Students can also find their own inspirational Artists through internet research throughout.

AO2: Experiments with pencil, graphite, coloured pencil, pen, charcoal, bleach, oil pastels, paints and other mixed media/assemblage materials needed. Techniques demonstrated by Artists can be tried throughout.

AO3: Theme of Natural Forms continued. Students will start at a more personal journey into Natural Forms and the path that interests them. They will collect relevant sources to work from including first hand sketches, photographs of what signifies their own identity and appropriate secondary research. Notation is to accompany all sketches and source material to explain ideas and choices.

AO4: During this start to this term, students will work towards a final outcome where they will link all work achieved in AO1-3 to inform AO4. They will produce build up work that links to real life Artists practices and create a rough draft before producing a summative piece of work in an appropriate media.

Component 2: Externally set assignment

What's assessed

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

<u>Key Skills Explored</u>	<u>Vocabulary Selected for Drawing</u>	
<p>Students will be assessed on the following criteria:</p> <ul style="list-style-type: none"> • Explore ideas in a range of 2D media/ materials. • Understand how their work of Artists past and present can inform their own ideas and help skills progress. • Analyse the context in which Artists made their work and how historical, social & cultural aspects affected their creation. 	<p>Tier 2 Narrative Visual language Contextual Representation Theme Depiction Composition Form</p>	<p>The art curriculum at St Marks Academy should ensure that our students:</p> <ul style="list-style-type: none"> - Are able to think in a creative way as a result of their experiences of the art curriculum. - Can use and apply a range resources, reference material, experiences and information to different artistic contexts

<ul style="list-style-type: none"> • Consider & discuss the success of each technique/media tried, refining ideas and techniques and setting future targets. • Understand that written communication describing thought processes of evaluation is exceptionally important and helpful in developing ideas. • Use resources imaginatively and inventively to create own Art work, demonstrating confident understanding of the formal elements & using technical skills to manipulate materials appropriately. 	Shape Line Texture Blending Space Primary Secondary	<ul style="list-style-type: none"> - Becoming independent learners, many of whom are high achieving and ambitious young artists. - Have explored and experimented with different ways of drawing. - Can show understanding of both historical and contemporary artistic practice.
<u>Links to Careers/Employability</u>	<u>How does this unit prepare students for the next year?</u>	
<p>This project lays the foundation in thinking and responding to art and learning the different skills and techniques in drawing. These skills will be re-visited during KS4 and beyond. We develop speaking and listening skills which are vital for our students employability. Students will be encouraged to think outside the box and challenge their peers with new ideas and interpretations in connection to Art.</p>	<p>Natural Forms and Collected Objects: In this Project students are exposed to different media and materials whilst working from Natural Forms and man-made objects. The skills acquired in year 10 are built on and further explored in depth through year 11. Component 1, Portfolio Unit offers more focused sustained studies that develop the theme and skill set with design and creativity where observational studies link together to underpin experimental and media investigations.</p>	