

Eduqas GCSE ART, CRAFT and DESIGN:

In this exciting Art course you will look at Artists, Craftspeople and Designers and use these to inspire your work. You will work with a variety of materials to produce traditional drawing through to large scale paintings. You will also experiment with printmaking and clay sculpture. Two educational visits form a valuable part of the course, with a regular residential visit providing an exciting extra-curricular opportunity.

- How Will I be assessed?

Component 1 Portfolio 60%

Component 2 Exam 40%

Students will be assessed on their ability to do the following:

- Research artists / photographers giving their own opinions.
- Experiment with different materials and techniques.
- Record ideas through drawings and photographs.
- Produce imaginative final pieces of work.

- Why Should I Study This Subject?

Skills – Students will develop thinking skills alongside their practical skill base. They will gain expertise in using a variety of materials, techniques and processes.

Knowledge / Understanding – Students will look at a range of artists and their work across the history of art, and begin to understand the different ways that artists can make us think and feel about

Eduqas GCSE PHOTOGRAPHY:

In this exciting Photography course you will look at photographers, artists and designers and use these to inspire your work. You will work with a range of digital cameras and technology to produce thought provoking work. You will experiment with Photoshop and some traditional techniques like printmaking to produce creative images. Two educational visits form a valuable part of the course, with a regular residential visit providing an exciting extra-curricular opportunity.

- How Will I Be Assessed?

Component 1 Portfolio 60%

Component 2 Exam 40%

Students will be assessed on their ability to do the following:

- Research artists / photographers giving their own opinions.
- Experiment with different materials and techniques.
- Record ideas through drawings and photographs.
- Produce imaginative final pieces of work.

- Why Should I Study This Subject?

Skills – Students will develop thinking skills alongside their practical skill base. They will gain expertise in using a variety of materials, digital techniques and processes.

Knowledge / Understanding – Students will look at a range of photographers and their work across the history of photography, and begin to understand the different ways that an image can make us think and feel.

GCSE Art, Craft and Design, and Photography follow the same broad Scheme of Work, with specific adaptations for each media, resources, elements and artists as outlined below.

Year & Term	Themes / Key Questions	Knowledge	Skills	Academic Language
Year 10 Term 1	PEOPLE. A series of skill based mini-projects to allow students to explore a wide range of approaches and techniques alongside investigating a range of artists.	Work and techniques of a selection of the following artists: Bosch, Munch, Burton, Degas, Hume, Peyton, Bacon, Caravaggio, Courbet, Klimt, Kahlo, Warhol, Emin, Waterhouse, Mike Mitchell, Mucha, Lichtenstein, Vallotton, Epstein, Opie, Gormley, Renaissance, Velasquez, Dan Mccaw, Pochinski, Mueck, Close, Sherman, Wearing, Craig Alan, Nic Joly, Pamela Hanson, Vivanco, Julie Verhoeven, Auerbach, Tuymens, Ensor, Wall, Seb Patane, John Lavery, Sophie Ploeg, J Arkell, John Stezaker	Observational drawing – formal elements Skills shots Art – drawing, painting, printmaking. Photography – skills and techniques, destroy sheet, sello-tape, stickers, wet materials, papers. Formal elements: Shapes, monsters, sports, dance, clothing, accessories, Self/1 st person looking/ seated/ standing, events and gatherings, Portrait, inside, dressed up. Text/quotes, miniature, myth and legend, people in nature, memories.	Line Tone Shape Scale Texture Colour Pattern Form
Year 10 Term 2	THINGS IN UNUSUAL PLACES A series of skill based mini-projects to allow students to explore a wide range of approaches and techniques alongside	Work and techniques of a selection of the following artists and styles: Morgan, Hopper, Lowry, Liam Spencer, Friedrich, Surrealism, Dali, Delvauz, Turner, G.Johnson, V.Gogh, Klee, Spillaert, Thiebaud, De Stael, Casas, Impressionism, Architecture-Buildings, Art Deco, Gormley, Villierme, Piper, Tuymens, Goldsworthy, Auerbach, Wall, Gursky, Wyeth.	Observational drawing and formal elements. Art sculpture - 3d clay, experimental surfaces and materials. Lego. Photography – Photoshop and digital manipulation Nature and still-life: skulls, creatures, fish, holes, fruit, insects, flowers, shells, plants. Social, time, machines, collections, products, food and drink, decay, fragile forms, hats, bags. Reflections,	Line Tone Shape Scale Texture Colour Pattern Form

	investigating a range of artists.		repetition, colour, sunglasses, personal possessions, seasonal. Surfaces, inside, / outside, steps, manmade v nature. Seasons – weather. Pine Cone, roof, Landscape: Pine Cone, day v night, trees and woods, woods, garden, solar system, work, fantasy, decay, repetition, colour, events: Easter	
YEAR 10 Term 3 -	INDEPENDENT PROJECT– ‘REMAKE’ Students choose from a series of 3 themes and develop their own project	Students develop their own project through researching artists and recording their observations linked to these choices. These relate specifically to Assessment Objectives 1 and 3: AO1 – Critical understanding AO3 – Reflective recording	Students develop their own project through experimenting with materials, techniques and processes. These relate specifically to Assessment Objectives 2 and 4: AO2 – Creative making AO4 – Personal Presentation	Line Tone Shape Scale Texture Colour Pattern Form Annotation
Year 11 Term 1	INDEPENDENT PROJECT– ‘REMAKE’ Continued	Students use the knowledge gained in Y10 to focus on refining and improving their individual projects	Students use the skills gained in Y10 to focus on refining and improving their individual projects	Line Tone Shape Scale Texture Colour Pattern Form Annotation
Y11 Term 2	EXTERNALLY SET EXAM TASK	Students use their knowledge and skills to develop a final piece linked to a theme set by Eduqas.		Assessment Objectives Creative Statement

BTEC Tech Award in Music Practice

- What Will I Study?

This qualification is made up of three components: Exploring Music Products and Styles, Music Skills Development and Responding to a Commercial Music Brief.

Through completing these units, you will learn about a wide variety of genres including pop, rock, hip-hop, classical, jazz, film and world music. You will also gain a deeper understanding of music theory and how the music industry operates.

You will also develop your skills as a performer, composer and music producer through completing a series of practical projects in years 10 and 11 leading to a major creative task in year 11.

Skills – You will be able to develop your musical performance and composition skills and build your knowledge of music theory and musical analysis across a range of genres and traditions. You will also develop your team-working skills, time-management, self-discipline, confidence and independence.

Knowledge / Understanding – Performance, composition and understanding of a variety of musical genres, styles, music theory, music industry.

- How Will I Be Assessed?

Through a portfolio of practical work, audio recordings and written tasks alongside a music production project at the end of year 11 which will be completed under controlled conditions

Component 1 Exploring Music Products and Styles. Internal assessment	Component 2 Music Skills Development Internal assessment	Component 3 Responding to a Commercial Music Brief. External assessment
Year 10 – Terms 1 and 2	Y10 Term 3 Y11 Term 1	Y11 Terms 2 and 3
<p><i>Develop broad understanding of musical styles and basic understanding of performance, composition and production.</i></p> <p>Learning Aim A</p> <p>Blog posts x 8 including audio clips (20 sec) of student responses to each style: 60s, 70s Disco, 80s Synth Pop, 90’s Britpop, EDM, Film Music, Jazz, Samba</p> <p>Learning Aim B</p> <p>Three 30-60s examples of:</p> <ul style="list-style-type: none"> - Performance - Recording - Music for film - Composition / song writing - DAW project <p>Commentary and production notes for each including elements and music theory.</p>	<p><i>Reflect on skill level in performance, composition and production, set targets and track progress.</i></p> <p>Learning Aim A</p> <p>Evidence of current practice and understanding of skills required.</p> <ul style="list-style-type: none"> - Workshop evidence - Artist case studies - Written evidence of understanding of techniques <p>Learning Aim B</p> <ul style="list-style-type: none"> • Skills audit in two areas (performance, composition or production) <p>Identify areas for development and create development plan with clear routines and technical exercises.</p> <ul style="list-style-type: none"> • Track progress over 3 or 4 months and provide video evidence at 6 milestones. - Rehearsal and practice footage - Screenshots - Diary entries - Teacher observation records - Photos • Final review of progress made. 	<p><i>Prepare, plan, create and evaluate a solo or group performance, audio recording or DAW project to a commercial brief.</i></p> <ul style="list-style-type: none"> • Activity 1 (4 hours – informal supervision) Plan and prepare response –complete activity 1 sheet (one side of A4) <p>Write up initial response (2 hours – formal supervision)</p> <ul style="list-style-type: none"> • Activity 2 (16 hours informal supervision) Create and produce product. • Activity 3 (1 hour formal supervision – using notes form activity 1) Commentary of creative process.