

Key Stage 4 (10)		
Course title:	Art Textiles	Graphic Design
Exam board:	AQA	AQA
Specification code:	8201/C 8201/X	8203/C 8203/X
Key Stage 4 (10)		
<i>Summer 1 – Spring 1 (June - February)</i>	Topic 1 The Formal Elements of Art	Topic 2 Pop
	<p>Key Stage 4 starts with skills building in each discipline, covering the key techniques and processes</p> <p>Students undertake an extended skills building unit of work. Students will work through the formal elements of fine art and textiles. The main focus for teaching and learning is developing skills and understanding in line, tone, shape and form, pattern and colour and texture in tasks in both areas of fine art and textiles. Students’ work will be informed by art research into exemplar practitioners. Students will learn to develop highly detailed sketchbook pages, recording their processes and understanding including written annotation throughout the creative journey. Drawing will be a key focus to support all the key developments.</p>	<p>Students will develop graphic designs skills including a comprehensive introduction to the main tools and processes of Adobe Photoshop software. They will use these to explore each of the formal elements. Students’ work will be informed by art research. Students will summarise their learning through a final piece: a fully designed and rendered design for a pop can or bottle.</p> <p>Festivals Students will apply their knowledge and skills to a short brief-based project. Teaching and learning.</p>
<i>Spring 2 – Summer 2 (March - June)</i>	Topic 2 Extended unit – theme project – part 1 (60% of overall grade)	Topic 2 Extended unit rebrand part 1 (60% of overall grade)
	<p>Builds on art skills to teach students how to develop a project covering all assessment objectives</p>	<p>This extended portfolio project is component 1 for GCSE and supports key learning for project development, which is the key skill for exam component 2. Students</p>

	<p>Builds on art skills to teach students how to develop a project covering all assessment objectives.</p> <p>This extended portfolio project is component 1 for GCSE and supports key learning for project development, which is the key skill for exam component 2.</p> <p>Visual research will be the main focus for this first part of the project. First tasks will include:</p> <ul style="list-style-type: none"> • Spider/mind map • Photography • Visual Moodboard • Sustained drawing 1 and 2 • Manipulation and development • General artist research (3 artists) 	<p>select a brand based on personal interest, and a theme to the redesign of the company branding. Tasks include:</p> <ul style="list-style-type: none"> • Choosing brand • Brand research • Theme research • Logo research and manipulation • Photography and editing <p>Students use low poly design as an introduction to artist research and response to create a digital drawing and display board.</p>
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Key Stage 4(11)		
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	Key Stage 4(11)	
	Topic 1 Extended unit – theme project part 2 (60% of overall grade)	Topic 1 Extended unit rebrand part 2 (60% of overall grade)
Autumn 1- Autmn 2 (September – January)	<p>Thematic project continues from year 10. Students will select 3 artists of their own choice to research, analyse, and respond to. Students will develop different skill sets and specialisms as the project develops based on their own interpretation of their theme. Students create further developments in mixed media and processes linked to their previous skills and visual research. Student photography and experimental drawings will be used to inspire final design ideas. One or more of these will be developed as the final outcome for the unit:</p> <ul style="list-style-type: none"> • Photography • Tonal/experimental drawing • Printing, painting, collage, and mixed media • Artist research, image analysis • Artist response • Theme and experimentation to develop project in-depth • Compositional ideas • Convincing, personal, and meaningful final outcomes. 	<p>Rebrand project continues from year 10. Students will select an artist of their own choice to research, analyse, and respond to. Students will develop different skill sets and specialisms as the project develops, based on their own interpretation of their theme. Students create further design developments in typography and logo design, building on skills established in year 10. Research into existing graphic design products, student photography, and experimental drawings will be used to inspire final design ideas. One or more of these will be developed as the final outcome for the unit:</p> <ul style="list-style-type: none"> • Photography and photo editing • Tonal/experimental drawing • Artist research, image analysis • Artist response • Logo design • Taglines and typography • Existing products research • Design ideas • Convincing, personal, and meaningful final outcomes.

	<p style="text-align: center;">Topic 2 Exam unit (40% of overall grade)</p>	<p style="text-align: center;">Topic 2 Exam unit (40% of overall grade)</p>
<p>Autumn 2 – Spring 2 (January - March)</p> <p>Further work on component 1 continues until Summer 1 (mid-April)</p>	<p>The exam preparation unit starts on the first lesson in January, as instructed by AQA.</p> <p>Students receive an exam paper with a set of themes and instructions to create a developed and personal project and final outcomes based on their own creative journey. The final outcomes are dependent on the in-depth research and development, culminating in a 10-hour invigilated exam.</p> <p>Students are supported to create a matrix of tasks and a timeline and work independently during the 10-week research period. They need to produce a sketchbook meeting the 3 assessment criteria, building on the project planning skills established in previous units. Final outcomes deliver the fourth assessment objective.</p>	<p>Students receive an exam paper with a set of themes and instructions to create a developed and personal project and final outcomes based on their own creative journey. The final outcomes are dependent on the in-depth research and development, culminating in a 10-hour invigilated exam.</p> <p>Students are supported to create a matrix of tasks and a timeline and work independently during the 10-week research period. They need to produce a sketchbook meeting the 3 assessment criteria, building on the project planning skills established in previous units. Final outcomes deliver the fourth assessment objective.</p>