

Subject: GCSE Art & Design - Eduqas

Aim and Objectives
<p>The WJEC Eduqas GCSE in Art and Design is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports the sequential and incremental development of creative practice. Our rewarding and immersive programme of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of the course is to nurture an enthusiasm for Art, Craft and Design and, through a broad introductory foundation programme, to develop critical, practical and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields.</p>
Prior Learning and Progression
<p>Prior Learning and Progression This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of Art at either AS or A level. In addition, the specification provides a coherent, satisfying, and worthwhile course of study for learners who do not progress to further study in this subject.</p>

Year 10			
<p>Why? Component 1: The Portfolio, provides opportunities for students to explore and cultivate important skills, knowledge and understanding through a variety of experiences. These may include using resources (such as the local environment, gallery visits, workshops or other sources) to carry out focused research which supports purposeful developments. During the course, students should be encouraged to experiment, collaborate, make informed creative decisions and innovate. Careful consideration of the selection and presentation of their work should also be encouraged. The primary purpose of this course is to develop a confident approach that will support students' creative journeys in the latter part of Component 1 and throughout Component 2 and beyond.</p>			
5 x lessons a fortnight	Term 1	Term 2	Term 3
Learning Question	<p>Component 1: Portfolio 60%</p> <p>'How do we start to visually explore the theme 'Organic Forms'?'</p>	<p>Component 1: Portfolio 60%</p> <p>'How do we develop the theme in more depth to meet all assessment objectives? '</p>	<p>Component 1: Portfolio 60%</p> <p>'How do we create meaningful and informed final outcomes to the project?'</p>
Overview of Key knowledge	<ul style="list-style-type: none"> the work and approaches of artists, craftspeople, or designers from contemporary and/or historical contexts, periods, societies and cultures 	<ul style="list-style-type: none"> the work and approaches of artists, craftspeople, or designers from contemporary and/or historical contexts, periods, societies and cultures 	<ul style="list-style-type: none"> the work and approaches of artists, craftspeople, or designers from contemporary and/or historical contexts, periods, societies and cultures

	<ul style="list-style-type: none"> contemporary and/or historical environments, situations or issues other relevant sources researched by the student in the chosen qualification title and area(s) of study the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including colour, line, form, tone and texture the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. 	<ul style="list-style-type: none"> contemporary and/or historical environments, situations or issues other relevant sources researched by the student in the chosen qualification title and area(s) of study the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including colour, line, form, tone and texture the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. 	<ul style="list-style-type: none"> contemporary and/or historical environments, situations or issues other relevant sources researched by the student in the chosen qualification title and area(s) of study the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including colour, line, form, tone and texture the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.
<p>Building and revisiting</p>	<ul style="list-style-type: none"> Use a range of techniques to record their ideas in sketchbooks as a basis for exploring their ideas Use a range of techniques and media, including painting Increase their proficiency in the handling of different materials Analyse and evaluate their own work and that of others, in order to strengthen the visual or applications Develop a critical understanding of art, craft and design expressing reasoned judgements that can inform their own work Learn about different artist, art periods, styles and movements 	<ul style="list-style-type: none"> Use a range of techniques to record their ideas in sketchbooks as a basis for exploring their ideas Use a range of techniques and media, including painting Increase their proficiency in the handling of different materials Analyse and evaluate their own work and that of others, in order to strengthen the visual or applications Develop a critical understanding of art, craft and design expressing reasoned judgements that can inform their own work 	<ul style="list-style-type: none"> Use a range of techniques to record their ideas in sketchbooks as a basis for exploring their ideas Use a range of techniques and media, including painting Increase their proficiency in the handling of different materials Analyse and evaluate their own work and that of others, in order to strengthen the visual or applications Develop a critical understanding of art, craft and design expressing reasoned judgements that can inform their own work Learn about different artist, art periods, styles and movements

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Assessment	Teacher assessed, and externally moderated.	Teacher assessed, and externally moderated.	Teacher assesses, and externally moderated.

Year 11

Why? Component 2: This component is set externally from the exam board and represents the culmination of students' GCSE study and provides both focus and challenge. Students are required to develop a personal response to one of a varied range of stimuli within specified time constraints. Students must therefore bring together the best of their understanding, knowledge and skills built up over their course of study and demonstrate their highest achievement through this externally set assignment. The Externally Set Assignment materials consist of a series of assignments based on themes, visual stimuli and written briefs. Students are required to select one of the set assignments and develop it in the form of:

- a personal response
- a specific design brief
- or another suitable approach.

5 x lessons a fortnight	Term 1	Term 2	Term 3
Learning Question Overview of Key knowledge	<p>Component 1: Portfolio 60%</p> <p>'How do we make a personal and original response to the theme Sealife?'</p> <p>Key Knowledge and Skills:</p> <ul style="list-style-type: none"> the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures contemporary and/or historical environments, situations or issues 	<p>Component 2: Externally Set Assignment 40%</p> <p>'How do I respond to my chosen starting point?'</p> <p>Unlimited Preparation time followed by a Practical examination: 10 hours</p> <p>Key Knowledge and Skills:</p> <ul style="list-style-type: none"> the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures contemporary and/or historical environments, situations or issues 	<p>Component 2: Externally Set Assignment 40%</p> <p>'How do I respond to my chosen starting point and make a final 10 hour piece?'</p> <p>Unlimited Preparation time followed by a Practical examination: 10 hours</p> <p>Key Knowledge and Skills:</p> <ul style="list-style-type: none"> the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures

	<ul style="list-style-type: none"> • other relevant sources researched by the student in the chosen qualification title and area(s) of study • the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including colour, line, form, tone and texture • the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study • the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work 	<ul style="list-style-type: none"> • other relevant sources researched by the student in the chosen qualification title and area(s) of study • the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including colour, line, form, tone and texture • the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study • the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work 	<ul style="list-style-type: none"> • contemporary and/or historical environments, situations or issues • other relevant sources researched by the student in the chosen qualification title and area(s) of study • the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including colour, line, form, tone and texture • the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study • the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
<p>Building and revisiting</p>	<ul style="list-style-type: none"> • Use a range of techniques to record their ideas in sketchbooks as a basis for exploring their ideas • Use a range of techniques and media, including painting • Increase their proficiency in the handling of different materials • Analyse and evaluate their own work and that of others, in order to strengthen the visual or applications • Develop a critical understanding of art, craft and design expressing reasoned judgements that can inform their own work • Learn about different artist, art periods, styles and movements 	<ul style="list-style-type: none"> • Use a range of techniques to record their ideas in sketchbooks as a basis for exploring their ideas • Use a range of techniques and media, including painting • Increase their proficiency in the handling of different materials • Analyse and evaluate their own work and that of others, in order to strengthen the visual or applications • Develop a critical understanding of art, craft and design expressing reasoned judgements that can inform their own work • Learn about different artist, art periods, styles and movements 	<ul style="list-style-type: none"> • Use a range of techniques to record their ideas in sketchbooks as a basis for exploring their ideas • Use a range of techniques and media, including painting • Increase their proficiency in the handling of different materials • Analyse and evaluate their own work and that of others, in order to strengthen the visual or applications • Develop a critical understanding of art, craft and design expressing reasoned judgements that can inform their own work • Learn about different artist, art periods, styles and movements

<p>Assessment</p>	<p>Internally moderated & Externally assessed by a visiting examiner.</p> <p>The same four assessment objectives apply across both components. Each assessment objective is equally weighted (25% each)</p> <p>Below are the assessment objectives for this specification. Learners must demonstrate their ability to:</p> <p>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</p>	<p>Internally moderated & Externally assessed by a visiting examiner.</p> <p>The Externally Set Assignment consists of two parts:</p> <p>Part 1: Preparatory study period</p> <ul style="list-style-type: none"> Externally Set Assignment materials set by WJEC are to be released to the students no earlier than 2 January (in the calendar year in which the assessment is to be taken) and will consist of assignments based on themes, visual stimuli and written briefs, which are to be presented to the student at the start of the preparatory study period. One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response Responses are developed during the preparatory study period. They should take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student’s ideas in the 10 hours sustained focus study The start of the preparatory study period is defined as the date upon which the externally set assignment materials are presented to the student. The preparatory study period may commence on or after 2 January. The preparatory study period finishes upon commencement of the sustained focus work. 	<p>Internally moderated & Externally assessed by a visiting examiner.</p> <p>Part 2: 10 hour period of sustained focus work</p> <ul style="list-style-type: none"> The resolution of the student’s ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work. Both the preparatory work and sustained focus work will be assessed together using the assessment objectives.
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