

What content?

The International GCSE in Art and Design requires students to demonstrate the knowledge and understanding listed below through the practical application of skills to realise personal intentions relevant to their chosen title(s) and related area(s) of study.

Students will be required to know and understand how sources inspire the development of ideas, drawing on:

- The work and approaches of artists, craftspeople, and designers from contemporary and/or historical contexts, periods, societies, and cultures
- Contemporary and/or historical environments, situations, or issues
- Other relevant sources researched 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
 - 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 the student's 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 the student's own work.

Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:

- Media
- Materials
- Techniques
- Processes
- Technologies

Use drawing skills for different needs and purposes, appropriate to the context.

Realise personal intentions through the sustained application of the creative process.

Why teach this? What is the rationale?

Students will embark on a range of workshops that will showcase the diverse possibilities of art this is an excellent way to inspire and build on skills, techniques and processes of what the subject has to offer.

This unit will lead to and equip students for component 1- which is an independent project based on the theme of Structures, which will commence in Term 2.

E1	Focus Learner Attribute	Sequence of learning (to include skills / concepts where relevant)	HWK (if applicable)
	Risk Taking	<p><u>Setting expectations</u></p> <ul style="list-style-type: none"> • Students will be introduced to the Art room and understand how it is organised. • Students will know how to work within the culture of the department and know where to find resources when needed. • Students will learn about the Edexcel Assessment Criteria and how to navigate this for success. <p><u>Induction period – Workshop skills, techniques, and processes</u> <u>IGCSE criteria AO1, AO2, AO3</u></p> <p>Induction period to enable students the chance to start developing the knowledge, understanding and skills that will underpin the rest of the course, including opportunities for mark-making and recording written observations, without the pressure of producing work for the course work assessment.</p> <p><u>DRAWING - FOUNDATION SKILLS</u></p> <ul style="list-style-type: none"> • Blind Contour Drawing • Non-Dominant Hand Drawing • Layered Drawing • Contour Drawing • Continuous Line Drawing <p>Knowing your pencils – visual language Develop shading skills using a range of pencils to create depth, form, and volume in their drawings:</p> <ul style="list-style-type: none"> • Graduation; students to learn to create smooth transitions of value from light to dark value or vice versa. Practice applying varying pressure on the pencil to achieve gradual tonal values, resulting in a realistic representation of light and shadow. • Blending; Students learn techniques to blend and smudge graphite using various tools such as blending stumps, cotton buds, tissue or even their finger. Create smoother transitions between light and dark areas softening the edges and adding a sense of realism to the shading. • High lights and reflected Light; Students explore the concept of highlights and reflected light in shading. They learn how to leave areas of the drawing untouched or lightly shading to represent the brightest areas where light directly hits the subject. Observe and represent areas where light bounces off surfaces illuminating nearby areas. • Hatching; creating parallel lines or strokes to indicate shading or value. Students to experiment with different spacing, lengths and angles of the lines to achieve different effects and textures. They learn to use hatching to create shading and depth in their drawings. 	<p>Students will be required to attend intervention sessions in line with department policy. Students will have bespoke homework tasks recorded on G4S which will be designed to fulfil all AOs and their progress in the project.</p>

		<ul style="list-style-type: none"> • Form and volume: Students' study how shading can be used to create the illusion of form and volume in their drawing, by accurately rendering these tonal variations, they can depict the three-dimensional qualities of the subject. 	
Intended outcomes and/or Assessment? <ul style="list-style-type: none"> • A series of X5 A5 experimental line drawings • X1 A2 Visual Language of pencils • A series of shading skill outcomes representing a progression the students' ability and understanding. • X1 A4 tonal ball • All work will be marked against the Edexcel Assessment grid • Weekly verbal 1:1 feedback • Individual tutorials 			

E2	Focus Learner Attribute	Sequence of learning (to include skills / concepts where relevant)	HWK (if applicable)
	Open Minded	<p>PHOTOGRAPHY – FOUNDATION SKILLS</p> <p>Building a foundation in photography involves developing essential skills that lay the groundwork for capturing compelling images and understanding the technical aspects. This will enable students to use their own imagery to work from when recording from observation (primary sourced images).</p> <ol style="list-style-type: none"> 1. Composition: Understanding and applying the principles of composition, such as the rule of thirds, leading lines, framing and balance. Learning how to arrange elements within the frame to create visually appealing and impactful images. 2. Lighting: Exploring different types of lighting, including natural light, artificial light, and using light modifiers like reflectors or diffusers. Learning to observe and manipulate light to enhance the mood, texture and over impact of photographs. 3. Focus and Depth of field: Mastering techniques to achieve sharp focus and controlling depth of field, which determines how much of the image appears in focus. 4. Framing and Perspective: Exploring different perspectives and viewpoints to add depth and visual interest to photographs. Understand how to frame subjects within the composition to create a sense of context and tell a story. 	Students will be required to attend intervention sessions in line with department policy. Students will have bespoke homework tasks recorded on G4S which will be designed to fulfil all AOs and their progress in the project.
Intended outcomes and/or Assessment? <ul style="list-style-type: none"> • A series of photographs to use for drawing from observation • Weekly verbal 1:1 feedback 			

E3	Focus Learner Attribute	Sequence of learning (to include skills / concepts where relevant)	HWK (if applicable)
	Open Minded Risk-taking	<p><u>EXPERIMENTAL MARK MAKING</u></p> <p>Students will work with a range of media to create marks, lines textures, building the confidence to inform later works where they will apply skills, processes and techniques to draw from.</p> <ul style="list-style-type: none"> • Watercolours • Ink & sticks • Ink & bleach • Pen 	Students will be required to attend intervention sessions in line with department policy. Students will have bespoke homework tasks recorded on G4S which will be designed to fulfil all AOs and their progress in the project.
<p>Intended outcomes and/or Assessment?</p> <ul style="list-style-type: none"> • X1 A5 mark making - watercolours • X1 A5 watercolour x9 techniques • X1 A5 watercolour outcome • X3 A5 mark making - ink & sticks • X1 A5 marking making x9 techniques – pen • X1 A5 ink/sticks/pen outcome • X1 A5 ink & bleach outcome • All work will be marked against the Edexcel Assessment grid • Weekly verbal 1:1 feedback • Individual tutorials 			

E4	Focus Learner Attribute	Sequence of learning (to include skills / concepts where relevant)	HWK (if applicable)
	Thinker Risk-taking	<p><u>ETCHING</u></p> <p>Requiring careful attention to detail, patience, and experimentation to achieve desired effects. The versatile technique will allow intricate lines work, tonal variation, and expressive mark making.</p> <ul style="list-style-type: none"> • To understand the Elements of Art; Space and Shape (positive and negative) • Show examples of artworks that effectively depict emotion through mark making (pen). - Kathe Kollwitz 	
<p>Intended outcomes and/or Assessment?</p>			

<ul style="list-style-type: none"> • X1 A5 etching outcome - Artist transcription/analysis - Kathe Kollwitz • Weekly verbal 1:1 feedback 	
---	--

E5	Focus Learner Attribute	Sequence of learning (to include skills / concepts where relevant)	HWK (if applicable)
	Thinker Risk- taker	<p><u>PRINT MAKING</u></p> <p>Throughout the printmaking process, emphasising the importance of planning, developing ideas and refining techniques. Encouraging students to experiment, take risks and critique. By exploring various print making techniques, students can develop their artistic skills, expand on their creative horizons, and engage with the rich history and possibilities of print making as a vibrant art form.</p> <ul style="list-style-type: none"> • Mono printing http://www.lindagermain.com/2018/06/what-is-a-trace-monoprint-video/ • Frottage Artist(s) - Do Ho Suh https://art21.org/watch/extended-play/do-ho-suh-rubbing-loving-short/ • Lino printing Artist(s) - Elizabeth Catlett, M.C Escher, Pablo Picasso The idea of working with varied thicknesses of line through carving, positive and negative areas to create print. 	Students will be required to attend intervention sessions in line with department policy. Students will have bespoke homework tasks recorded on G4S which will be designed to fulfil all AOs and their progress in the project.

<p>Intended outcomes and/or Assessment?</p> <ul style="list-style-type: none"> • X1 A4 mono print outcome • X6 A5 series of frottage investigations - Artist analysis - Do Ho Suh • X1 A6 lino carving experiments • X1 A5 lino print outcome • All work will be marked against the Edexcel Assessment grid • Weekly verbal 1:1 feedback • Individual tutorials 			
---	--	--	--

E5	Focus Learner Attribute	Sequence of learning (to include skills / concepts where relevant)	HWK (if applicable)
	Open-minded Risk Taking	<p><u>RESPONDING TO CRITICAL SOURCES</u></p> <p>Analysing Ian Murphy's Artwork:</p> <p>Engage students in a discussion about specific artworks by Ian Murphy. Encourage students to Analyse and interpret the elements and techniques in his work. Students to collaborate and discuss any vocabulary or statements that come to mind about the style, techniques, mark making, mood or atmosphere.</p>	Students will be required to attend intervention sessions in line with department

		<ul style="list-style-type: none"> • Create a journal page and critically investigate the Artist Ian Murphy • Students will develop critical thinking and analytical skills <p>TACTILE SURFACES: Creative use of media to make students work engaging/adding interest.</p> <p>Students to create surfaces in preparation for the visiting artist full day workshop:</p> <ul style="list-style-type: none"> • Tissue & Acrylic https://www.youtube.com/watch?v=tcxH1swyeVo&t=27s watch video from 2mins & 2secs • Brown paper, newspaper & tissue Teacher video demonstration https://web.microsoftstream.com/video/c8b2168e-c623-4a44-8f9c-7b1bd4d544ef • Tissue on cartridge • Tissue, ink & bleach Teacher video demonstration https://web.microsoftstream.com/video/c1c932bf-97cd-4307-8ef2-bac8f45258d9 <p>Having the opportunity to work alongside British Artist Ian Murphy in a full-day workshop, an incredible learning experience for students.</p> <p>Technique and Process Demonstration:</p> <ul style="list-style-type: none"> • Ian Murphy will demonstrate his techniques and process firsthand, showcasing his unique approach to capturing urban landscapes and architectural scenes. • Students will observe his brush work, colour mixing, layering and other technical aspects of his artistic practice. • Through live demonstrations, they can gain insights into his decision-making process and how he translates his observations to large-scale pieces. <p>Hands-on Guidance and feedback:</p> <ul style="list-style-type: none"> • As students work alongside Ian Murphy, they will receive direct guidance and feedback on their own artwork. • He will provide personalised advice on composition, perspective, colour choices, and capturing architectural details. <p>Observational learning: This observational learning experience will inspire students to think critically, develop their own artist voice, and apply similar approaches to their future artworks.</p> <p>Increased Confidence and Artistic Growth: Working alongside a renowned artist will boost students' confidence in their artistic abilities.</p>	<p>policy. Students will have bespoke homework tasks recorded on G4S which will be designed to fulfil all AOs and their progress in the project.</p>
<p>Intended outcomes and/or Assessment?</p> <ul style="list-style-type: none"> • X4 A2 tactile surfaces 			

- | | |
|--|--|
| <ul style="list-style-type: none">• Journal page artist analysis - Ian Murphy• Outcomes working in the style of the artist, graphite & pen• All work will be marked against the Edexcel Assessment grid• Weekly verbal 1:1 feedback• Individual tutorials | |
|--|--|