

KS4 GCSE Fine art

| | Component 1 – Portfolio project 1 | Component 1- portfolio project 2 | Component 2 – externally set assignment |
|--------------------------|---|--|--|
| Topic/Theme/Genre | <p align="center">Introductory project fine art</p> <p>Students will be introduced to fine art through a sustained project covering all four assessment objectives. This project will be in response to a theme which evidences their journey. The project will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and understanding.</p> <p>Students will</p> <ul style="list-style-type: none"> • Develop ideas through sustained investigations, demonstrating critical understanding of sources. • Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • Record ideas, observations and insights relevant to intentions as work progresses. | <p align="center">Personal choice project</p> <p>Students will be given a choice of themes to develop in a more personal way for project 2.</p> <p>Students will</p> <ul style="list-style-type: none"> • explore themes, concepts, techniques and processes in a more sophisticated and experimental way. • be able to apply previous knowledge and skills into new concepts and contexts and should demonstrate a deeper understanding of contextual sources. • produce practical and contextual work in one or more areas of study, for example, drawing, painting, sculpture, photography or printmaking. | <p align="center">Externally set assignment</p> <p>Students are given an externally set assignment by the exam board with a choice of 7 starting points.</p> <p>They are to produce a project based on their chosen theme, applying the process learnt from their portfolio projects.</p> <p>The preparatory period will culminate in a 10 hour supervise period of time whereby students will produce their final outcome.</p> <p>This is assessed against the same assessment objectives and marked holistically.</p> <p>This is worth 40% of the grade and is teacher assessed, along with the portfolio, and is externally moderated.</p> |

| | | | |
|-----------------------|--|--|--|
| | <ul style="list-style-type: none"> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | Both component 1 projects will be assessed together holistically and is worth 60% of the grade. | |
| Key vocabulary | Line Shape Tone Texture Form Colour Rhythm Analyse Evaluate Media Blend Composition | In addition to vocabulary in project 1 Purpose Personal Reflective Professional Portfolio Refine Additionally, there may be other vocabulary specific to the designer or theme the students are studying in the personalised project. | In addition to vocabulary in component 1 In the externally set task new vocabulary may vary depending on the theme or concept set by the exam board, students will build on the vocabulary in a more sophisticated way. Starting point Realises intentions Meaningful Connections Insightful |

| | | | |
|--|---------------------------|--|--|
| | Experimental Technique | | |
|--|---------------------------|--|--|