

## **Scheme of work: Art, craft and design**

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This resource provides you with a scheme of work for a two year course of study in Art, craft and design, leading to our GCSE Art and Design (8201). We have designed the specification to give you more choice and flexibility in the way you deliver your course. The suggestions here are intended for guidance only and not as a prescriptive approach.

The scheme of work gives you an example of how to organise and deliver a two-year course in Art, craft and design that exploits this specification's curriculum development opportunities. It is designed to help you plan your course so that it meets the requirements of the specification, in a way that is enjoyable and stimulating for students. The scheme of work includes suggestions for activities and project tasks that provide students with opportunities to develop Art, craft and design knowledge, understanding and skills.

Here are some tips and ideas to help you plan your course:

- we have used a phase-by-phase structure, you may choose a different approach
- you are free to develop a course that meets the needs and preferred approach of your staff, school and students
- the timings we suggest for activities and project tasks are approximate
- however you choose to organise the course, you need to ensure that students are given the opportunity to evidence coverage of the four assessment objectives
- plan a style of course for students that enables them to develop and apply the knowledge, understanding and skills necessary for Art, craft and design and any associated content
- the Art, craft and design title requires students to work in two or more of the other titles
- students need to provide evidence of drawing for different purposes and needs
- students need to show evidence of written annotation in both Components 1 and 2.

## Art, craft and design: Components 1 and 2

| Time  | Task   | Comments  |
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| <p>Introductory phase</p> <p>Year 10 Term 1</p> <p>Foundation studies</p> <p>Up to 12 weeks</p> | <p>Introduce students to a variety of short-term activities related to the school's preferred coverage of any of the areas of study detailed in the listed titles.</p> <p>Students explore and create work related to selected areas of study from at least two of the following titles: Fine art, Graphic communication, Textile design, Three-dimensional design and Photography.</p> <p>Students experience a range of traditional and/or experimental ways of developing, refining and recording ideas.</p> <p>Explain the requirements of the four assessment objectives to students.</p> | <p>Introduce students to a range of appropriate materials, processes and techniques reflecting the breadth of art, craft and design. Give them guidance as they explore and experiment and begin the process of developing knowledge, understanding and skills. You could do this as skills-based workshops and/or through individual avenues of enquiry.</p> <p>Students can present work in any appropriate format as they record their observations, ideas, feelings and insights. They could use sketchbooks, design sheets, study sheets, PowerPoint presentations and/or e-books. Encourage them to work in a range of sizes and styles using selected media, techniques and materials.</p> <p>Students learn how to document experiences visually and in the form of written annotation in different ways. This could involve the use of sketchbook entries, mood boards, models, maquettes and/or design sheets.</p> <p>Introduce students to methods of critical analysis when engaging with sources</p> |

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|  |  | <p>or responding to the requirements of a mini-brief. A school organised museum or gallery visit, or experience working with an artist in residence could be helpful.</p> <p>The choice of subject matter, themes and sources will be determined, in part, by the context in which the activity takes place, be this art -, craft- or design-based.</p> <p>So, for example:</p> <ul style="list-style-type: none"><li>• schools intending to deliver a fine art-based experience could select a theme such as “The Natural World”</li><li>• schools intending to deliver an art- or craft-based mixed media experience could select a theme such as “Recycle/Reinvent”</li><li>• schools intending to deliver a graphic communication design-brief experience could select a theme such as “Signs and Symbols”</li><li>• schools intending to deliver a textile design or three-dimensional design experience could select a theme such as “Structures”.</li></ul> <p>Students select and use materials from the appropriate areas of study. They use written annotation to support their practice when recording ideas and analysing their own and others’ work.</p> |
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| <p>Development phase<br/>Year 10 Term 2/3<br/>Directed project<br/>Up to 14 weeks</p> | <p>Students respond to a teacher-directed project, which establishes clear parameters and constraints within a guided learning environment.</p> <p>Students extend their practical experiences as they respond to the project, which in its structure and content promotes engagement with and coverage of the four assessment objectives.</p> <p>Students take part in formative assessment with reference to the assessment objectives, and identify areas for development.</p> | <p>Students are given the opportunity to fully engage with a theme and make a personal response. They learn to engage with the process of developing, refining and recording ideas whether their focus is art-based, craft-based, design-based, or some form of hybrid combination.</p> <p>A teacher-directed and resourced project could originate from one of the starting points in a past Externally set assignment paper. Ensure that students gain an understanding of all the assessment objectives and encourage them to evidence balanced coverage of them in their response to the project.</p> <p>The theme will give students opportunities to develop responses in art, craft or design and build on the foundation knowledge, understanding and skills developed in the introductory phase.</p> <p>Students could be taught how to:</p> <ul style="list-style-type: none"> <li>• research ways in which artists, craftspeople and designers present ideas to an audience</li> <li>• develop analytical skills, using relevant written annotation, when making observations of their own and others' work</li> </ul> |
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|  |  | <ul style="list-style-type: none"><li>• take part in and document experiences, such as a school organised museum or gallery visit, or work with an artist in residence</li><li>• select, document and use appropriate sources related to the project theme</li><li>• make clear and explicit connections between selected sources and their own work</li><li>• use drawing for different purposes and needs, and written annotation as work progresses</li><li>• make and document choices relating to how their work develops within the context of art, craft and/or design</li><li>• explore and refine ideas through trial and experimentation in any appropriate media.</li></ul> <p>Guide students to work with appropriate media, processes and equipment within the limits of what is available in the school. Students can develop and present their work in any suitable format, such as:</p> <ul style="list-style-type: none"><li>• cameras and scanning, video and computer manipulation techniques</li><li>• two- and/or three-dimensional fine art, graphic, textile, sculptural, ceramic,</li></ul> |
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|  |  | photographic or mixed media techniques.   |
| <p>Extension opportunities</p> <p>Term 3</p> <p>Up to 4 weeks</p>  | <p>Introduce students to extension activities related to the project/theme. The activities need to offer further learning opportunities and the prospect of extending students' knowledge, understanding and skills.</p>   | <p>Provide opportunities for extension work for students who progress their ideas thoroughly and with pace. Encourage students to:</p> <ul style="list-style-type: none"> <li>•extend their response, for example, by developing a craft-based approach building on art-based experiences</li> <li>•translate a singular outcome into a series of responses</li> <li>•engage with additional sources to support the development, refinement and recording of further ideas and possibilities</li> <li>•explore other working methods and areas of study to those previously experienced.</li> </ul> |
| <p>Sustained phase</p> <p>Year 11 Term 1</p> <p>Up to 12/13 weeks.</p> <p>The move to independent learning</p> | <p>Encourage and support students in moving from a position of dependence to independence.</p> <p>Give students a choice of starting points, themes and/or briefs. The task could be introduced in the latter weeks of Year 10.</p> <p>Students can respond to their</p> | <p>Students are able to build on their previous Component 1 experiences and achievements. Teachers support personal developments, opening up possibilities in a less directed manner through negotiation, suggested possibilities and related advice.</p> <p>You could give students a written task paper that reflects the style of Component 2 papers in content and presentation. You could devise the suggested starting points and/or take them from past</p>  |

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|  | <p>selected choice in an art-, craft- or design-based context.</p> <p>The choices could be presented in a similar manner to an Externally set assignment: identify suggested sources such as the work of artists, designers and craftspeople and provide instructions.</p> <p>Students take increasing responsibility for the development and direction of their creative journey and make a meaningful and personal response in preparation for the requirements of Component 2.</p> | <p>papers ensuring that they provide art, craft and design focused opportunities.</p> <p>This breadth of experience could be embedded in each suggested starting point and illustrated in the choice of named sources. Examples of suitable themes are: “Close-up”, “Adornment” and “Events”. Alternatively the same themes could be specifically focused on art, craft or design:</p> <ul style="list-style-type: none"> <li>• Art : “Close Up”</li> <li>• Craft : “Adornment”</li> <li>• Design : “Events” .</li> </ul> <p>Students investigate suggested sources. Encourage them also to research and analyse their own sources relevant to their chosen starting point.</p> <p>Students need to document their findings in their preferred format eg. sketchbook pages, mood boards, e-book pages, PowerPoint presentations, design sheets and/or journals. They need to include annotated or written analysis of sources together with any primary and secondary visual materials.</p> <p>Students build on this engagement as they develop their work, ensuring that drawing for appropriate purposes and needs features in their creative journey.</p> |
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|  |  | <p>Some possible approaches are:</p> <ul style="list-style-type: none"><li>• planning sketches for a series of proposed designs</li><li>• observational drawing of relevant subject(s)</li><li>• three-dimensional drawing in wire or thread</li><li>• digital drawing using computer programs.</li></ul> <p>Students develop written annotations to record ideas, observations and insights, using them to explain intentions and reflect on their work as it progresses. They could also use written annotation to document the development and refinement of ideas and when they are reflecting on the realisation of their intentions.</p> <p>They use trials and experiments to further refine and develop their ideas. Appropriate activities might include:</p> <ul style="list-style-type: none"><li>• consideration of the properties of materials either singularly or in combination</li><li>• consideration of such factors as selected techniques, alternative compositions and the effects of lighting, scale, purpose and audience</li><li>• consideration of alternative solutions</li><li>• exploration and application</li></ul> |
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|   |   | <p>of the formal elements of art, craft and design.</p> <p>Students show a purposeful and meaningful response when selecting and presenting their work. They explicitly evidence their personal journey from initial engagement with their chosen starting point to the realisation of intentions.</p>  |
| <p>Externally set assignment phase</p> <p>Year 11 Term 2</p> <p>Externally set assignment (ESA) papers are available to students and teachers from 2 January. A preparatory period is followed by 10 hours of supervised, unaided work in which students are required to realise their intentions.</p> <p>In the supervised time, between sessions and once the supervised time is completed, students may not add to or amend their preparatory work. Preparatory work must be stored by the school under secure conditions, between sessions and after the completion of the supervised time. See section 2.3.2 Component 2: Externally set assignment of the specification for more information.</p> | <p>Students must respond to one of seven starting points provided on the paper.</p> | <p>Teachers introduce and discuss all of the starting points with the students. Students choose the starting point they wish to develop.</p> <p>Make sure that students are aware of the following:</p> <ul style="list-style-type: none"> <li>• they can use their own sources as well as those suggested in their starting point</li> <li>• they need to evidence their creative journey in the preparatory work which should show the development, refinement and recording of ideas</li> <li>• preparatory work can be presented in any suitable format</li> <li>• there is no restriction on the scale of work, media or materials used</li> <li>• students demonstrate their ability to work independently under supervised conditions</li> </ul> |

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| <p>Preparatory work must be available to students throughout the 10 hours of supervised time.</p> <p>All four Assessment Objectives must be evidenced.</p> <p>All work completed during the 10 hour supervised sessions must be clearly labelled as such.</p> |  | <p>as they progress their ideas to the realisation of intentions</p> <ul style="list-style-type: none"> <li>• drawing and written annotation must be evidenced in the total submission for this component.</li> </ul>   |
| <p>Selection of portfolio<br/>Year 11<br/>Review and Submit</p>   | <p>Component 1</p> <p>Students review, select and present their Portfolio for final submission in discussion with the teacher, ensuring that the component requirements are fulfilled.</p> <p>Work submitted may be in any appropriate format.</p> | <p>The selection of work chosen for submission must include:</p> <ul style="list-style-type: none"> <li>• coverage of the four assessment objectives</li> <li>• a sustained project evidencing the journey from initial engagement to the realisation of intentions</li> <li>• a selection of further work undertaken during the student's course of study</li> <li>• evidence of drawing activity and written annotation.</li> </ul> |