

# Moor House School & College Curriculum Map GCSE Art and Design

SUBJECT AREA: GCSE Fine Art AQA				SUBJECT AREA: GCSE Fine Art AQA	
YEAR 10				YEAR 11	
Term 1	Theory	Practical	TERM 4	Theory	Practical
Knowledge	<p><b>Core</b></p> <p><b>Sources</b> inspire the development of ideas, relevant to fine art including:</p> <p>how sources relate to individual, ideas, themes, forms, feelings to inspire personally determined responses in note form</p> <p><b>Sources will change throughout the 2 years</b></p> <p><b>Extended</b> Annotation to include relevant art-based vocabulary</p>	<p><b>Core</b></p> <p>The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:</p> <p>stylisation, simplification, expression, exaggeration and imaginative interpretation</p> <p>visual and tactile elements, such as: colour, line, form, tone, texture, shape, composition, rhythm, scale, structure, surface,</p> <p><b>Extended</b> abstraction</p>	Knowledge	<p><b>Core</b></p> <p><b>Sources</b> inspire the development of ideas, relevant to fine art including:</p> <p>how sources relate to individual, ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.</p> <p><b>Sources will change throughout the 2 years</b></p> <p><b>Extended</b> social, historical, environmental, cultural, ethical and/or issues-based themes to be used</p>	<p><b>Core</b></p> <p>The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:</p> <p>abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation</p> <p>visual and tactile elements, such as: colour, line, form, tone, texture, shape, composition, rhythm, scale, structure, surface,</p> <p><b>Extended</b> figurative representation,</p>

Skills	<p><b>Core</b> To be able to analyse and annotate personal artwork as well as the work of other artists</p> <p><b>Extended</b> To be able to use the analysis to inform some critical thinking of practices</p>	<p><b>Core</b> Within the context of fine art, students must demonstrate the ability to:</p> <p>use fine art techniques and processes, appropriate to students' personal intentions: mark-making, monoprint, 3d design, pastels, pen and ink, crayons, pencil, acrylic</p> <p><b>Extended</b> watercolour</p>	Skills	<p><b>Core</b> To be able to analyse and annotate personal artwork as well as the work of other artists</p> <p><b>Extended</b> To be able to use the analysis to inform and extend critical thinking of practices</p>	<p><b>Core</b> Within the context of fine art, students must demonstrate the ability to:</p> <p>use fine art techniques and processes, appropriate to students' personal intentions: mark-making, monoprint, 3d design pastels, pen and ink, crayons and pencil watercolour, acrylic</p> <p><b>Extended</b> charcoal, oil paint, silk painting</p>
Vocabulary	<p><b>Core</b> <b>Dependent on topic</b> Pattern. repeat, echo shape, form, colour, leading lines Annotation, analysis, structures, Pop Art Benday dots; Artists names</p> <p><b>Extended</b> Primary sources secondary sources</p>	<p><b>Core</b> spherical, ellipses, Linear symmetrical, circular</p> <p><b>Extended</b> distorted, Abstract, sculptural, chiaroscuro</p>	Vocabulary	<p><b>Core</b> <b>Dependent on topic and choices made by individual</b> Annotation, analysis, structures, Pointillism</p> <p><b>Extended</b> Extended relevant vocab for personal growth such as 'Dada' 'Fauvist'</p>	<p><b>Core</b> spherical, ellipses, distorted, Abstract, sculptural, Linear symmetrical, circular</p> <p><b>Extended</b> Personal research into individual artists <b>Personal expectations:</b> Seek out primary sources visiting art galleries</p>

Term 2	Theory	Practical	TERM 5	Theory	Practical
Knowledge	<p><b>Core</b> Sources inspire the development of ideas, relevant to fine art including:  how sources relate to individual, themes, forms, feelings and concerns can inspire personally determined responses that are related to aesthetics.</p> <p><b>Extended</b> historical,cultural, issues-based themes to be used</p>	<p><b>Core</b> The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:  abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation  visual and tactile elements, such as: colour, line, form, tone, texture, shape, composition, rhythm, scale, structure, surface</p> <p><b>Extended</b> figurative representation,</p>	Knowledge	<p><b>Core</b> Sources inspire the development of ideas, relevant to fine art including:  how sources relate to individual, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual and/or conceptual.</p> <p><b>Extended</b> social, historical, environmental, cultural, ethical and/or issues-based themes to be used</p>	<p><b>Core</b> The ways in which meanings, ideas and intentions relevant to fine art can be <b>presented</b> including the use of:  abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation  visual and tactile elements, such as: colour, line, form, tone, texture, shape, composition, rhythm, scale, structure, surface,</p> <p><b>Extended</b> figurative representation,</p>
Skills	<p><b>Core</b> To be able to analyse and annotate personal artwork as well as the work of other artists</p> <p><b>Extended</b> To be able to use the analysis to inform critical thinking of practices</p>	<p><b>Core</b> Within the context of fine art, students must demonstrate the ability to:</p>	Skills	<p><b>Core</b> To be able to analyse and annotate personal artwork as well as the work of other artists</p> <p><b>Extended</b> To be able to use the analysis to inform and extend critical thinking of practices</p>	<p><b>Core</b> Within the context of fine art, students must demonstrate the ability to:</p>

		<p>use fine art techniques and processes, appropriate to students' personal intentions:</p> <p>mark-making monoprint, 3d design charcoal, pastels, pen and ink, crayons and pencil watercolour, acrylic</p> <p><b>Extended</b></p> <p>Multi media uses of the above</p>			<p>use fine art techniques and processes, appropriate to students' personal intentions:</p> <p>mark-making monoprint, 3d design charcoal, pastels, pen and ink, crayons and pencil watercolour, acrylic</p> <p><b>Extended</b></p> <p><b>Ability to bring all skills and knowledge together cohesively and be able to combine appropriate learnt techniques to present work</b></p>
Vocabulary	<p><b>Core</b> Pattern.repeat, echo shape, form, colour, leading lines Annotation, analysis, structures, Pop Art Benday dots; Artists names and styles</p> <p><b>Extended</b> <b>Primary sources</b> <b>secondary sources</b></p>	<p><b>Core</b> spherical,ellipses, Linear symmetrical, circular</p> <p><b>Extended</b> distorted, Abstract, sculptural</p>	Vocabulary	<p><b>Core</b> Annotation, analysis, structures,</p> <p><b>Extended</b> Extended relevant vocab for personal growth Differentiated on an individual basis</p>	<p><b>Core</b> Positive/ negative space Abstract, figurative</p> <p><b>Extended</b> Personal research into individual artists <b>Personal expectations:</b> Seek out primary sources visiting art galleries.</p>
Term 3	Theory	Practical	Term 6	Theory	Practical

<p><b>Know ledge</b></p>	<p><b>Core</b></p> <p>Sources inspire the development of ideas, relevant to fine art including:</p> <p>how sources relate to individual, themes, forms, feelings and concerns can inspire personally determined responses, and be able to</p> <p><b>Extended</b></p> <p>historical, cultural, issues-based themes to be used</p>	<p><b>Core</b></p> <p>The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:</p> <p>abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation</p> <p>visual and tactile elements, such as: colour, line, form, tone, texture, shape, composition, rhythm, scale, structure, surface,</p> <p><b>Extended</b></p>	<p><b>Know ledge</b></p>	<p><b>Core</b></p> <p>Sources inspire the development of ideas, relevant to fine art including:</p> <p>how sources relate to individual, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.</p> <p><b>Extended</b></p> <p>social, historical, environmental, cultural, ethical and/or issues-based themes to be used</p>	<p><b>Core</b></p> <p>The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:</p> <p>abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation</p> <p>visual and tactile elements, such as: colour, line, form, tone, texture, shape, composition, rhythm, scale, structure, surface,</p> <p><b>Extended</b></p> <p>figurative representation,</p>
<p><b>Skills</b></p>	<p><b>Core</b></p> <p>Within the context of fine art, students must demonstrate the ability to:</p> <p>Understand the processes of fine art techniques and processes,</p> <p><b>Extended</b></p> <p>Annotations which make references to artists and their styles</p>	<p><b>Core</b></p> <p>Within the context of fine art, students must demonstrate the ability to:</p> <p>use fine art techniques and processes, appropriate to students' personal intentions:</p> <p>mark-making, monoprint, 3d design, charcoal, pastels, pen</p>	<p><b>Skills</b></p>	<p><b>Core</b></p> <p>Within the context of fine art, students must demonstrate the ability to:</p> <p>use fine art techniques and processes, appropriate to students' personal intentions:</p> <p>mark-making, monoprint, 3d design charcoal, pastels, pen and ink, crayons and pencil, watercolour, acrylic</p>	<p><b>Core</b></p> <p>Within the context of fine art, students must demonstrate the ability to:</p> <p>use fine art techniques and processes, appropriate to students' personal intentions:</p> <p>mark-making monoprint, 3d design</p>

		<p>and ink, pencil, watercolour, acrylic</p> <p><b>Extended</b></p> <p>Topic dependent</p>		<p><b>Extended</b></p> <p>To bring these skills together in a cohesive form and presented for final Controlled Task and portfolio Using a variety of annotation skills which work alongside the practical processes</p>	<p>charcoal, pastels, pen and ink, crayons and pencil watercolour, acrylic</p> <p><b>Extended</b></p> <p>Mixed Media presented in a form that Shows an understanding of process and refinement</p>
Vocabulary	Topic dependent	Topic dependent chiaroscuro	Vocabulary	<p><b>Controlled Task Related</b></p> <p>Exam Paper will dictate much of the vocab.</p> <p>Develop, refine, research, present</p>	Exam Choice dependent