



“Creativity takes courage.” — Henri Matisse.

The Thomas Mills High School & Sixth Form GCSE Art curriculum aims to develop pupils’ knowledge, understanding and practical skills in Art and Design. The course follows the Pearson Edexcel GCSE (9–1) Art and Design specification.

Intent: To enable every pupil to become an independent, reflective and confident artist. Pupils will investigate relevant artists and sources, record from direct observation and their own photography, experiment purposefully with media, materials, techniques and processes, refine ideas through annotation and evaluation, and realise a personal and meaningful response that communicates clear intentions across AO1–AO4.

- 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.

Year 11			
Term	Topic	Knowledge and Skills	Useful Links
1	REFLECTIONS Prep exam 11 Week process.	Knowledge: During the first half term, pupils respond to the theme Reflections by exploring a range of visual and conceptual interpretations. They investigate relevant contemporary and historical sources, record from direct observation and their own photography, and use annotation to explain how research informs their intentions.	Pearson Edexcel GCSE Art and Design qualification and specification Tate coursework guides: Reflection and other themes



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High School & Sixth Form

CURRICULUM OVERVIEW: GCSE ART YEAR 11

Art/ Photography

Pupils examine how artists, photographers and designers respond to a theme in individual ways. They analyse context, visual language, materials, techniques and processes, making critical connections to their own developing ideas.

Practical work develops the full creative process: investigating sources and establishing intentions (AO1); selecting, experimenting with and refining media, materials, techniques and processes (AO2); recording ideas, observations and insights through drawing, photography and annotation (AO3); and planning and producing a personal and meaningful response that realises intentions (AO4).

Workshops may include observational drawing, photography, composition, colour, painting, printmaking, sgraffito, wax resist, relief and clay. Pupils select processes that are appropriate to their intentions rather than completing techniques as isolated exercises.

Skills:

- Rules of composition.
- Painting techniques, acrylic paint.
- Taking photographs.
- Observational drawing.



		• Photographic techniques • Sgraffito • Wax resist and Ink • Relief – 3D Students have an introduction to the history of Photography. Activities following this include: Using the cyanotype process to print using objects and their own photos. (artist – Anna Atkins) Rankin Destroy : Experiment with multi-media manipulation of a photo. (artist – Rankin) Still Life / Portraits : Using a DSLR camera creatively to record primary sources. Computer manipulation of images (artist Horst P Horst) Experimenting with Photomontage (artist Hannah Hoch)	
Assessments: EXAM		EXAM: ONE DAY IN THE ART ROOMS. (DECEMBER) Preparatory studies and a personal response for the Reflections project are completed during the Autumn term and assessed across AO1–AO4. REFLECTIONS – timed practice outcome completed under teacher-set conditions.	
2	COMPONENT 2: PEARSON EDEXCEL EXTERNALLY SET ASSIGNMENT	Knowledge: Pupils select and develop a personal response to the externally set theme. During the preparatory period they investigate sources, record ideas and observations, experiment with media and refine intentions. They then complete their personal	Pearson Edexcel GCSE Art and Design exemplar gallery Tate coursework guides for developing ideas from a theme Tate Materials coursework guide



	Theme released by Pearson on 2 January in the year of assessment	response during the 10-hour sustained focus under examination conditions. Skills: Investigating, recording, experimenting, refining and realising intentions across AO1–AO4. • Drawing using tone and charcoal/chalk. • Photography skills and use of digital manipulation to flip and rotate images. • Mono printing skills.	
Assessments		Ongoing assessment of preparatory studies against AO1–AO4, including investigation of sources, recording from primary sources, purposeful experimentation, refinement of ideas and planning for the personal response.	
3	Externally Set Assignment: develop and refine the selected personal response.	Knowledge: Pupils continue their independent response to the Pearson externally set theme. They make critical connections between their own work and relevant sources, use drawing and annotation to review progress, select and refine appropriate media and processes, and resolve composition, scale, colour, surface and presentation in preparation for the 10-hour sustained focus.	Pearson Edexcel GCSE Art and Design specification and support Tate coursework guides for researching themes, artists and techniques



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		Skills: • Sustain a clear line of enquiry informed by relevant artists, designers, photographers or craftspeople. • Record from appropriate primary and secondary sources using drawing, photography and written annotation. • Experiment purposefully and refine media, materials, techniques, processes and composition. • Plan and realise a personal and meaningful response that communicates intentions.	
Assessment: EXAM		Complete the Component 2 personal response during the Pearson Edexcel 10-hour sustained focus, normally arranged across two school days. The outcome must realise the pupil's intentions, be informed by the preparatory studies and demonstrate achievement across AO1–AO4.	