# Scheme of work: Art, craft and design

Introduction

This scheme of work offers a route through the GCSE Art and Design (8201) Art, craft and design course.

The GCSE Art and Design specification is designed to:

* provide inspiration and a range of exciting and stimulating opportunities that encourage and challenge students to develop and explore ideas in art and design in an independent and personal way
* give you choice and flexibility in the way you tailor your course to the needs of your students and the strengths of your school.

The specification has two components:

* Component 1 comprises a Portfolio of work selected from the course of study. This must include a sustained project which evidences the student’s creative journey from initial engagement to the realisation of intentions. It must also include a selection of further work undertaken during the student’s course of study
* Component 2 is an externally set assignment (ESA) in which students choose and respond to a starting point from an externally set assignment paper.

This scheme of work gives you an example of how you might wish to organise and deliver a two-year course that enables students to respond to all four assessment objectives and explore the opportunities of the Art, craft and design title. There are many ways the course may be delivered and there is no prescriptive approach, the suggestions here are intended for guidance only.

It provides suggestions for activities and project tasks that enable students to develop Art, craft and design knowledge, understanding and skills and to explore sources in a sustained and independent manner in order to realise personal intentions.

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**When planning your course think about:**

* **Structure:** in this guidance we have used a phase-by-phase structure but you might choose a different approach.
* **School strengths:** consider the needs, preferred approach and resources of your students, staff and school.
* **Curriculum time available:** the times suggested here for activities and tasks are approximate.
* **Assessment objectives:** students must be given the opportunity to understand and evidence coverage of all four assessment objectives.
* **Style of course:** do you need to put a foundation course, skills-based workshops or set tasks in place to help students develop and apply the knowledge, and understand and acquire skills necessary for graphic communication and associated subject content?
* **Title requirements**: remember students are required to work in one or more areas of Graphic communication, they may explore overlapping areas and combinations of areas.
* **Sustained project**: do students have time to do more than one? (Remember quality counts).
* **Requirement for drawing:** students need to provide evidence of drawing for different purposes and needs in both Component 1 and 2.
* **Requirement for written annotation:** students need to show evidence of written annotation in both Component 1 and 2.
* **Developing independence:** how might you develop opportunities for students to gain confidence and independence in their work as it evolves through the course?
* **Access for all:** how might you adapt the structure of the course to support students of different abilities or needs?
* **Further work:** how could you provide opportunity for the development/selection of evidence of further work?
* **Component 2:** how will you end Component 1 to ensure sufficient time for management of Component 2?
* **Deadlines:** consider when work needs to be assessed and marks submitted, what checklists/review strategies might you need to put in place?

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**Introductory phase**

* Year 10 Term 1
* Foundation studies: up to 12 weeks
* This is a teacher led introductory phase of the course

**Learning outcomes**

* 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.
* 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.
* Students experience a range of traditional and/or experimental ways of developing, refining and recording ideas.
* The teacher introduces and explains the nature of the four assessment objectives to students.
* Students consider different types of sources and make connections with the work of artists, craftspeople and designers.
* Students are encouraged to record their observations, ideas and insights using appropriate drawing and written annotation.

\*Teachers may wish to reference the schemes of work for specific titles to help provide additional support for their chosen approach to the introductory phase.

**Possible teaching and learning activities**

* Teachers provide students with opportunities to explore and investigate different ways of working in response to key aspects of the Art, craft and design title. The school will determine the context of activity and approach, and reflect the selected title. Examples might include:
  + an art-based approach through painting with acrylic, photography or clay sculpture
  + a craft-based approach through screen printing, lino printing, etching or jewellery design
  + a design-based approach through a graphic communication brief, fashion design or photography.
* Themes might include:
  + natural world
  + structure
  + close up.
* Through a series of skills-based workshops/activities, students are introduced to a range of appropriate media, materials, processes and techniques.
* They are encouraged to experiment using a variety of working methods and approaches and to experience, select and use materials appropriate to their chosen areas of study. Areas/media for investigation might include:
  + mark making
  + painting - acrylic/watercolour, brushwork, spray paint/stencils
  + formal elements; exploring line, form, texture or structure
  + recording from observation and first-hand sources
  + recording for purpose - diagrams, storyboard, rendering, charcoal, pencil, wire, pen and ink, use of a sketchbook
  + an introduction to digital photography
  + image manipulation
  + typography, layout and composition
  + collage
  + decoration, colour and pattern
  + sculpture using clay, card or found materials
  + figures
  + viewpoint.
* The teacher provides guidance as the students experiments progress and they begin to develop knowledge, understanding and skills.
* Students might be encouraged to work in two- and/or three- dimensions, traditional and/or digital media and in a range of sizes and styles.
* They are introduced to the assessment objectives. These are explained and exemplified and students consider how their existing studies may provide evidence for the assessment objectives and how this might be recorded.
* They learn different ways to document observations, ideas, insights and experiences and are encouraged to record their investigations and experiments through both written annotation and visually in the form of drawing.
* Led by the teacher, students extend their sources and engage in a further series of workshop style experiences and activities which are inspired by the work of artists, designers or craftspeople. These introduce them to chosen aspects of approach and practice related to the different titles. They could be theme based or might be generated by a visit to a museum, gallery, site specific location or experience.
* Students analyse the work of others and make connections between their chosen sources and their own work as it progresses.
* Students refine their work and use appropriate formats to collate, demonstrate and present evidence for the assessment objectives.
* They might collate and present work using design sheets, study sheets, sketchbooks, journals, work books and/or digital presentations, mood boards, samples, trials and maquettes.

**Points to remember when selecting sources**

* The workshops/activities could enable students to explore different types of sources. When selecting sources students should consider the assessment objectives and think about:
  + what value is placed on the source?
  + how is the source to be used?
  + how might an understanding of source/s be demonstrated?
  + how does the source influence my work?
  + how does the source inspire/encourage independence?
  + how does the source inform my creative journey?
* Sources might also reflect:
  + personal interests
  + issues, culture, society
  + content, context
  + genre, stylistic conventions
  + use of media, working methods
  + formal characteristics
  + purpose and presentation
  + intended audience.
* Different approaches and ways of working could also give students opportunities to explore different approaches to written annotation, they might make use of:
  + mind maps, thought showers, spider diagrams and lists
  + quick notes, informed labelling, planning notes
  + extended prose: evaluations that explain what has been produced and how this may be developed further; statement of intent; expressive prose
  + sequential diagrams with labelling
  + word frames
  + bullet points.

**Development phase**

* Year 10 Term 2 and 3
* Directed project: up to 14 weeks
* This is mostly a teacher directed phase

**Learning outcomes**

* Students respond to a teacher-directed project, which establishes clear parameters and constraints and promotes engagement with and coverage of the four assessment objective.
* Students build on their initial experiences and knowledge, understanding and skills development from the introductory phase and extend their practical experiences as they respond to the directed project.
* They investigate suitable sources and develop the idea of a personal creative journey which considers the four assessment objective.
* Students take part in formative assessment with reference to the assessment objectives, and identify areas for development.

**Possible teaching and learning activities**

* Students are given the opportunity to respond to a theme or starting in a personal way using an art, craft or design approach and building on the foundation knowledge, understanding and skills developed in the introductory phase. The theme or starting point could be set by the teacher or could originate from a previous externally set assignment paper such as:
  + Human condition
  + Reuse, reinvent, recycle
  + Texture
  + Our world.
* Guided by the teacher, students choose their theme/starting point and look for inspiration. They select, document and use appropriate sources related to their theme, possible contextual references might include;
  + Human condition - Frida Kahlo, Kathe Kollwitz, Picasso, Antony Gormley, Raija Jokinen*,* Bisa Butler, Dorothea Lang*,* Shawn Walker
  + Reuse, reinvent, recycle - Marina DeBris, Sally Mankus, El Anatsui, Alison Willoughby, Susan Stockwell, Sara Fanelli
  + Texture - Frank Auerbach, Matt Tommey, Ewen Henderson, Deidre Adams, Lucy Shires, Marjolein Dallinga, Matthew Harris
  + Our world - Andy Goldsworthy, Robert Rauschenberg, Kirsty Whitlock, Doug Aitken, Bisa Butler, Johny Pitts, Rachel Whiteread, Ai Wei Wei.
* Students:
* choose and use appropriate media, processes and equipment within the limits of what is available in the school
* research ways in which artists, craftspeople and designers use, develop and present ideas to an audience
* use discoveries to influence, investigate and refine their own ideas through trial and experimentation in any appropriate media
* engage with and develop their understanding of the assessment objectives and are encouraged to evidence them through the process of developing, refining and recording their own ideas as their work progresses
* develop analytical skills, using relevant written annotation, make clear and explicit connections between selected sources and their own work, use drawing for different purposes and needs
* make and document choices relating to how their work develops within the context of art, craft and/or design and their chose area of study
* develop and present their work in any suitable format.

**Extension opportunities**

* Year 10 Term 3
* Up to 4 weeks

**Learning outcomes**

Following the Development Phase, should time permit, students could be given opportunity for extension work. This could be in the form of work related to their previous Development Phase studies or in the form of an additional, discrete project or further independently generated investigations or study.

**Possible teaching and learning activities**

Extension work could encourage students to:

* + extend their response, for example, by developing a craft-based approach building on art-based experiences
  + translate a singular outcome into a series of responses
  + engage with additional sources to support the development, refinement and recording of further ideas and possibilities
  + explore other working methods and areas of study to those previously experienced.

**Sustained phase**

* Year 11 Term 1
* Independent learning: up to 12/13 weeks

**Learning outcomes**

* In this phase students move increasingly from dependence to independence as they work on a self-selected starting point for a sustained project. The project options might be devised by the school or could be a response to a choice of several starting points drawn from previous externally set assignment papers. Suggested starting points could include:
  + Events
  + Adornment
  + Memories
  + Layers.
* Students need to explore and create work related to their selected areas of study chosen from the fine art, graphic communication, textile design, three-dimensional design and photography options within the Art, craft and design title.
* Students choose their approach, they can respond to their selected choice in an art-, craft- or design-based context.
* Students independently research potential additional sources and associated references.
* Students need to explicitly evidence coverage of all four assessment objectives, drawing for different purposes and needs and written annotation.
* Students take increasing responsibility for the development and direction of their creative journey and make a meaningful and personal response.
* The Sustained project should allow students to move from a position of dependence to one of increasing independence as the journey of exploration progresses.

**Possible teaching and learning activities**

* This phase is delivered in a less directed manner with an emphasis on one to one exchanges/conversations rather than whole group teaching.
* The teacher negotiates, advises, suggests and orchestrates possible routes through the creative journey, encouraging students to bring together their experiences, achievements and strengths from previous phases.
* Students are encouraged to make their own informed decisions and to work with increasing independence.
* Students select their starting point and consider the context of their work through the study of appropriate sources. These could be one or more of those named on the task paper, or they could be others independently chosen by the student.
* They might develop initial mind maps and thumbnail sketches to record their ideas.
* They consider a variety of approaches and analyse the work of relevant sources visually and through annotated or written analysis together with primary and secondary evidence.
* Students might undertake site/ location visits, trips to museums and galleries or consumer outlets to help extend their ideas and investigate sources.
* They select and use appropriate media and techniques to experiment, develop and refine their ideas and explore and apply the formal elements of art, craft and design. Activities could include working with different combinations of materials, the application of techniques, alternative compositions or lighting and alternative solutions to three dimensional responses.
* They use their trials and experiments to further extend and refine their ideas and record the process of development. They continue to review, modify, refine and document evidence of the nature of the journey undertaken and show an understanding of the assessment objectives.
* Students use drawing methods and media appropriate to the preferred working methods and chosen context. This might include:
  + planning sketches for a series of proposed designs
  + observational drawing of relevant subject(s)
  + three-dimensional drawing in wire or thread
  + digital drawing using computer programmes.
* Written analysis explains and records ideas, observations and insights and evaluates and informs decision-making and intentions as work progresses.
* Students continue to work through a process of individual investigation and discovery. They take risks, evaluate choices and decisions made and evidence connections with the sources employed.
* Students consider possible personal responses/intentions/outcomes and produce their final response/outcome. This could take the form of a series of outcomes and might involve a combination of materials.
* They explicitly evidence their personal journey, from initial engagement with their chosen starting point, to the realisation of intentions and present their work in an appropriate format.

Externally set assignment

* Year 11 Term 2
* Component 2
* Independent study

Learning outcome

Students must respond to one of seven starting points provided on the paper.

Key information

* 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.
* Schools may manage/timetable the preparatory period (informal supervision time) and ten hours of supervised time at their discretion, but must allow sufficient time to assess work and submit marks to AQA by the deadline of 31 May.
* ESA papers must be given to students in their entirety and must not be edited, changed or abridged in any way.
* Students do not have to reference all or any of the named artists/designers on the paper. They may do their own independent research and look at other sources but should clearly reference any artist/designers they use within the development of their project.
* Preparatory work/work done in informal supervision time must not be added to or amended between sessions once the supervised time has started.
* Preparatory work must be stored by the school under secure conditions, between sessions and after the completion of the supervised time.
* Preparatory work must be available to students throughout the 10 hours of supervised time. They may refer to their preparatory work but must not add to it or amend it during the supervised sessions or between or after sessions.
* All four assessment objectives must be evidenced.
* Drawing and written annotation must be evidenced.
* All work completed during the 10 hour supervised sessions must be clearly labelled as such.
* See section 2.3.2 Component 2: Externally set assignment of the specification for more information.

**Possible teaching and learning activities**

* Teachers introduce and discuss all of the starting points with the students. Students choose the starting point they wish to develop.
* Students are made aware that they can access their own sources as well as those suggested in their starting point.
* Their creative journey should be evidenced in the preparatory work which should show the development, refinement and recording of ideas.
* Preparatory work may be presented in any suitable format.
* There is no restriction on the scale of work, media or materials used.
* Students demonstrate their ability to work independently under supervised conditions as they progress their ideas to the realisation of intentions.
* Drawing and written annotation must be evidenced in the total submission for this component.
* All work completed during the 10 hours supervised sessions must be clearly labelled.

Selection of portfolio

* Year 11
* Component 1: Review and submit

Learning outcome

Students review, select and present their Portfolio for final submission in discussion with the teacher, ensuring that the component requirements are fulfilled.

Possible teaching and learning activities

* Work submitted may be in any appropriate format.
* The selection of work chosen for submission must include:
  + coverage of the four assessment objectives
  + a sustained project evidencing the journey from initial engagement to the realisation of intentions
  + a selection of further work undertaken during the student’s course of study with evidence of drawing activity and written annotation.

## Teachers could encourage students to reflect on the following when selecting work to include in the portfolio:

* Do the sources reflect personal interests, ideas and engagement?
* Are the connections made between personal work and relevant sources such as artists, crafts people and designers acknowledged?
* Has an appropriate range of materials, techniques and processes been used and explored in relation to the title? (the quality of investigation is more important than quantity of materials or processes used).
* Is there clear evidence of reviewing, refining and selecting within the work?
* Is there evidence of purposeful and meaningful drawing?
* Is written annotation relevant, does it comment on personal ideas, thoughts and decisions?
* (Remember downloaded information with no demonstration of understanding, analysis or influence does not fulfil the requirement for AO3 written annotation)
* Have all the sources used been acknowledged?
* Is work presented in an appropriate format.?
* In the sustained project/s is there clear evidence of a creative journey from starting point to realised intention/s?
* Does the further work provide evidence to support coverage of the assessment objectives?