

# Subject: Fine Art

**Fine Art Lead:** M Thomas

**Exam Board:** Pearson Edexcel

**Qualification Type:** GCSE

## Intent

### Principles of the Fine Art Curriculum

The GCSE Fine Art curriculum is designed to develop confident, curious and resilient young artists who are able to explore ideas visually and respond creatively to the world around them. A central starting point for the course is the study of **Natural Forms**, enabling students to observe, analyse and interpret organic structures such as plants, shells, bones, rocks and natural textures.

The aim of the Fine Art course is to provide all students with a broad and balanced foundation of practical skills, visual knowledge and critical understanding. Students are encouraged to experiment, take creative risks and develop a personal visual language. Throughout the course, pupils learn how art reflects and shapes society, culture and identity, and how artists communicate ideas through visual means.

Students begin with structured, teacher-led tasks that introduce observational drawing, tonal control, colour theory, and the use of a wide range of traditional and mixed media. The Natural Forms project establishes the core skills required for GCSE Fine Art and underpins future project work.

### Student Vision

Students will:

- Be introduced to a wide range of artists, craft makers and designers who explore natural forms in their work
- Develop strong observational skills through drawing, recording and material exploration
- Understand how to experiment with materials, techniques and processes to refine ideas
- Learn how to develop work from initial observations through to final outcomes
- Build confidence in analysing and evaluating artwork, including their own

- Develop their technical skills across drawing, painting, printmaking, sculpture and mixed media
- Use a sketchbook purposefully to document the creative journey
- Develop respect for diversity in artists, cultures, ideas and ways of working

### **Rationale Behind the Sequencing of Lessons**

The Natural Forms project is deliberately placed at the start of the GCSE course. Organic subject matter provides accessible yet rich visual sources that allow students to focus on formal elements such as line, tone, texture, shape and form. This project builds core observational and technical skills that are revisited and developed throughout the course.

As students' progress, projects become increasingly independent and conceptually challenging. Artist research, experimentation and personal responses are gradually embedded so that by the end of Year 10, students have a secure understanding of the four assessment objectives and can work with increasing autonomy.

### **Implementation**

#### **Key Stage 4 Curriculum Structure**

##### **Year 10**

- Introduction to GCSE Fine Art and assessment objectives
- Natural Forms project:
  - Observational drawing from primary sources
  - Exploring line, tone, texture, shape and form
  - Artist research linked to natural forms
  - Experimentation with a range of materials and techniques
  - Developing and refining ideas towards a sustained outcome
- Introduction to annotation, analysis and evaluation

By the end of Year 10, students will have developed a strong foundation of practical skills and an understanding of how to structure a GCSE sketchbook.

A full-day practical mock exam is completed in July of Year 10, contributing to coursework and preparing students for exam conditions.

## **Year 11**

- Development of a personal and sustained project
- Practice exam project in the autumn term
- Externally set assignment released in January
- Preparatory period leading up to the practical exam (April)
- Final improvements to coursework following the exam

## **Impact**

The careful sequencing of the curriculum – and how concepts are gradually built over time – is the progression model. If pupils keep up with the curriculum, they are making progress. Formative assessment is prioritised and is focused on whether pupils are keeping up with the curriculum.

In general, this is done through:

- Questioning in lessons. Teachers check understanding so they can fill gaps and address misconceptions as required.
- Pupil conferencing with books. Subject leads and SLT talk to pupils about what they have learnt – both substantive and disciplinary knowledge – and how this connects to the vertical concepts that they have been developing in previous years and other subjects.
- Post-learning quizzes at the end of each unit. These give teachers an understanding of the knowledge that pupils can recall at the end of the unit and can be used to identify any remaining gaps to be filled.
- Pre-learning quizzes at the start of each unit. These assess pupils' understanding of the prior knowledge that is required to access the new content in the unit. These are used to identify gaps to be filled prior to teaching the new unit.