



Course Outline

EDEXCEL IGCSE Art and Design Year 10

Today. Tomorrow. Together.

Overview

The Art and Design Department at Wesgreen International School promotes individual vision and creative excellence. The curriculum provides a strong foundation in the creation, history, and theory of the visual arts that prepares students for graduate studies. The department emphasizes experimentation, problem solving, social media and interdisciplinary collaboration informed by global awareness and trends.

Learning Outcomes

Students in the Art and Design Department will be able to:

- Produce a strong body of work.
- Establish and maintain a rigorous creative practice that is productive and professional.
- Develop an articulate, sophisticated visual, verbal, and technical vocabulary related to art and design from a broad range of styles and cultures.
- Apply comparative reasoning in evaluating works of art and design.
- Contribute to diverse, cross-disciplinary, collaborative endeavors.
- Resolve problems and challenge assumptions through innovative thinking and visual expression.
- Demonstrate integrity and make ethical decisions in creative expression and professional practice.
- Perpetuate a life-long commitment to learning, inquiry, and discovery.
- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.

Ongoing Objectives

Students will be required to know and understand:

How sources inspire the development of ideas, drawing on:

- the work and approaches of artists, craftspeople and designers from contemporary and/or historical contexts, periods, societies and cultures
- contemporary and/or historical environments, situations or issues
- other relevant sources researched in the chosen qualification title and area(s) of study

- the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: colour, line, form, tone and texture
- the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to the student's own creative intentions and chosen area(s) of study
- the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to the student's own work.

Students will be required to demonstrate the ability to:

- develop their ideas through investigations informed by selecting and critically analysing sources
- apply an understanding of relevant practices in the creative and cultural industries to their work
- refine their ideas as work progresses through experimenting with media, materials, techniques and processes
- record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- use visual language critically as appropriate to their own creative intentions and chosen
- use drawing skills for different needs and purposes, appropriate to the context
- realise personal intentions through the sustained application of the creative process

Term 1

Induction period: develop knowledge, understanding and skills

Students are given the opportunity to develop their knowledge, understanding and skills, to

include:

- exploring and experimenting with materials, processes, technologies and techniques
- recording practical and written observations
- researching and investigating contextual sources
- drawing / mark-making.

Students given the opportunity to generate and develop ideas by completing a small discrete project.

Term 2

Students continue with their induction period.

Component 1: thematic response project

The work produced during this thematic response project is submitted for the final assessment of the Personal Portfolio.

Students given the opportunity to develop their knowledge, understanding and skills through their thematic response project, to include: developing and exploring ideas, researching primary and contextual sources, experimenting with media, materials, techniques and processes and presenting personal response(s).
Enrichment opportunity: gallery visit, workshop or visit to a local area of interest to support students' response to the theme.

Term 3

Thematic response project continues

Assessment

The Personal Portfolio is evidence of your practical research and development of ideas. It is a chance to demonstrate knowledge, understanding and skills for one of the titles: Fine Art; Graphic Communication; Photography; Textile Design; Three-dimensional Design. This can be through any: theme(s), project(s) or task(s) that school may decide on.

The Externally-set Assignment allows you to draw together all the knowledge, understanding and skills you have developed working on the Personal Portfolio in the same title. Pearson releases the assignment in early January each year; your school is then able to prepare you for the final assessment, which lasts for a total of 10 hours over a maximum of 3 weeks.

Please check the link below for more information

<https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Art%20and%20Design/2017/specification-and-sample-assessments/art-design-spec-updated.pdf>