



ARAB UNITY SCHOOL

CURRICULUM OVERVIEW

YEAR 11

2019 – 2020

A guide for Parents and Students

SUBJECT: Art & Design

Overview of the year:

The curriculum for IGCSE Art & Design encourages a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for learners to develop a range of skills, Crucially, a personal and independent perspective is encouraged at all times.

The aims of curriculum are to encourage and enable students to develop:

- an ability to record from direct observation and personal experience
- an ability to identify and solve problems in visual and /or other forms
- creativity, visual awareness, critical and cultural understanding
- an imaginative, creative and personal response
- confidence, enthusiasm and a sense of achievement in the practice of art and design
- growing independence in the refinement and development of ideas and personal outcomes
- engagement and experimentation with a range of media, materials and techniques, including new media and technologies, where appropriate
- Experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions
- a working vocabulary relevant to the subject and an interest in, and a critical awareness of, other practitioners, environments and cultures.
- Investigative, analytical, experimental, interpretative, practical, technical expressive skills which aid effective and independent learning.

The curriculum prepares the students to achieve the National Agenda Targets 2021

TERM ONE Main topic, skills and content:	Painting and related media Landscapes <ul style="list-style-type: none">• Demonstrate skills in representational or descriptive manner, or imaginative and interpretive.• Creating landscape painting in an abstract manner, in which the imagery is imbued with a deeper spiritual meaning.• Research greatest landscape artists work and style. The natural or built environment	SECRET Effective organizers: Students have to organize a presentation of imaginative and natural theme based scenery. Creative thinker: Students would be creative thinker to express nature and	ASSESSMENT 1: Nature & life
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	<ul style="list-style-type: none"> • Direct observation and research of nature and life • Presentation of built environment in 3 dimensional or mixed media painting • Artists work research and different medium use. • Photographing artwork of nature and built surroundings. <p>Figure Studies</p> <ul style="list-style-type: none"> • Drawing or painting of the human body made in preparation for a more composed or finished work in any of its various shapes and postures using any of the drawing media. • Gesture drawing to facilitate the study of human figure in motion. • Understanding the exertions of muscles, the effects of twisting on the body. • The natural range of motion in the joints. • Study of buildup muscles and fat on the subject. • Famous Life drawing artists and their work. <p>Portraits</p> <ul style="list-style-type: none"> • Painting, drawing, photograph, sculpture, or other representation of a person, using a range of media in which the face and its expression is predominant • . • Difference between a portrait and self-portrait. 	<p>its strength for changes in many ways through art.</p> <p>Learning outcome:</p> <p>Students will be able produce a variety of art with innovative ideas in 3D form.</p> <p>Creative Thinkers: Students have to create their own ideas by taking real life examples and looking at the problems learned in the class.</p>	
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	<ul style="list-style-type: none"> • Portrait Photography and different angles • Use of grid method for portraits. • Drawing a portrait from a photo. • Learning to draw facial features. • Develop the lights and darks. • Blend and apply highlights. • Realistic portraits using charcoal and mixed media. • Portrait or abstract portrait sculptures. 		
<p>TERM TWO</p> <p>Main topic, skills and content:</p>	<p>Still life</p> <ul style="list-style-type: none"> • Drawing or painting focused on still objects • Viewable first-hand. • Visually interesting, with a range of different textures, reflections, surfaces and forms. • Still life work contrasts figure drawing which focuses on a live human model. • A perspective awareness of object outline, shape, proportions, tone, color, texture, form and composition. • Realistic representation of the object or group of objects. • Still life techniques using a transparent wire frame approach. • Correct use of elements of art. 	<p>Learning outcome: Students will be able to identify small details and their mistakes for further challenges.</p>	

	<ul style="list-style-type: none"> • Still life study including hierarchy, overlap, proportion. <p>Artefact</p> <ul style="list-style-type: none"> • Research and study of artefacts history. • Types of cultural artefacts. • Famous artefacts in history and importance. • Artefact archaeology. • Artefact sculptures from history relating to their own studies. <p>Abstract notions or feelings</p> <ul style="list-style-type: none"> • Drawing, painting, sculpting representing emotions and feelings. • Investigation using a range of media. • Relating aesthetic emotions to art. • Abstract expressionism: Expression of emotion with designs and colors using design multiplication. • Art work that symbolize an emotion of artist choice. 	<p>Learning outcome: Students will be able to present research, exploration, development and evaluation relevant to the final outcome.</p>	
<p>TERM THREE</p> <p>Main topic, skills and content:</p>	<p>Personal experience</p> <ul style="list-style-type: none"> • Art inspired by personal experience of the artist. • Experiencing art on emotional, spiritual and intellectual levels. • Capturing other people’s experiences with art. • Expressing unique and personal interactions with art. • Use of a range of media and tools. • Personal experiences art which is addressed by universal artistic, political or social concepts. <p>Visual ideas inspired by literary sources</p>	<p>Creative thinkers: Students would have to experiment with ideas in different media.</p> <p>Reflective Learners: Students have to use their experience and learning to express their art with their own experience.</p>	

	<ul style="list-style-type: none"> • Literature and its connection to visual art. • Literary sources brings ideas for art. <p>Painting and drawing</p> <p>Candidates should be encouraged to work from direct observation and to explore the use of tone, color and composition, materials and context.</p> <p>Graphic Media</p> <p>Candidates should be encouraged to demonstrate the communication of visual and/or other meaning through images. They should explore an inexpensive and personal response in their work.</p> <p>Print making</p> <p>Candidates should be encouraged to explore image-making rather than the specific design industrial design process, such as repeat fabric design.</p> <p>Non-traditional media</p> <p>Candidates should be encouraged to explore using traditional or new media or a combination of both. They can produce work for assessment in any two-dimensional form. The use of mixed media or waste material for collage is acceptable.</p> <p>New media</p> <p>Candidates may wish to explore using installation art, animation, audio or moving images in their work. The design process should include research, ideas development, review and creation, and this should be evidenced in the supporting work.</p> <p>COURSEWORK SUBMISSION & PREPARATION FOR IGCSE EXAM</p> <p style="text-align: center;">—</p>	<p>Learning outcome:</p> <p>Students will confidently explore art with different subjects.</p>	
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