

# IGCSE Art and Design – The British School Kathmandu. 2 Year Curriculum overview

Year 10 Term 1 Aug-Oct	Year 10 Term 2 Oct-Dec	Year 10 Term 3 Jan-April	Year 10 Term 4 April-July	Year 11 Term 1&2 Aug-Dec	Year 11 Term 3 Jan-April	
<b>Natural forms Foundation</b>	<b>Mechanical Forms Foundation</b>	<b>Personal response or Ropes, Fabric and Knots</b>	<b>Personal response or Food and Drink</b>	<b>Artist research and Final piece</b>	<b>Component 1 External Exam</b>	
Students undertake a series of observation drawings on the theme of natural forms. They will explore this theme from a variety of processes, including printing, digital editing and photographic processes. The initial foci will be Line, Shape, Mark making and Negative Space.	Students undertake a series of observation drawings on the theme of Mechanical forms. They will explore this theme from a variety of processes, including collage, paint and photographic processes. The foci will be Colour, Texture, Line and Shade  At the end of the foundation series, Students will choose a theme for personal response.	Students undertake a series of observations and insights on the theme of knots, ropes and fabrics. They will explore this theme from a variety of processes, including collage, paint and photographic processes. The foci will be Line, Tone, Shape and Negative space.  IGCSE options (January)	Students undertake a series of observations and insights on the theme of Food and Drinks. They will explore this theme from a variety of processes, including watercolour, mark making, ceramics and oil paint. The foci will be Colour, Form, Line and Composition.  Y10 8 hour Mock (May/June)	Students will complete 4 compositions blended holistically from the themes explored. They will research 3 artists and their artistic styles, writing 200-300 words of visual analysis. They will decorate their compositions in the styles of these artists, showing synthesis.	The Externally Set Task follows the same process as the coursework. However, the project is chosen from a starting point taken from an examination paper issued by CIE. All preparatory work is undertaken during lesson time and Extracurricular. The final piece for this project is created under examination conditions during an 8 hour controlled period.	
<b>Artists/Movements:</b> Negative space: Man Ray Continuous line: Kris Trappeniers, Maggi Hambling Lino Printing: Matthew Broughton Photography: Karl Blossfeldt Cyanotype: Anna Atkins Digital: Photopea Collage: Henri Matisse	<b>Artists/Movements:</b> Surfaces and rust: Micheal Lang Grounds: Luann Ostarguard Outline and form: Jlm Dine Colour: Tjalf Sparnaay Digital: Online Apps	<b>Artists/Movements:</b> Tonal value: Alison Dunlop Monochrome: Alison Watt Photography: Cartier-Bresson Digital: Procreate	<b>Artists/Movements:</b> Colour and realism: Nicola McBride Composition: Sarah Goings Photography: Angela Faustina Colour: Tjalf Sparnaay Digital: Photoshop	<b>Artists/Movements:</b> 9 x Artist Styles and analysis showing understanding of content, mood, process and historical context.	<b>Artists/Movements:</b> 6 x Artist Styles and analysis showing understanding of content, mood, process and historical context.	
<b>Domains</b> Knowledge, Making skills, Evaluation, Idea generation	<b>Domains</b> Knowledge, Making skills, Evaluation, Idea generation	<b>Domains</b> Knowledge, Making skills, Evaluation, Idea generation	<b>Domains</b> Knowledge, Making skills, Evaluation, Idea generation	<b>Domains</b> Knowledge, Making skills, Evaluation, Idea generation	<b>Domains</b> Knowledge, Making skills, Evaluation, Idea generation	
<b>Concepts:</b> Observational drawing, Pointillism, Digital manipulation,	<b>Concepts:</b> Collage, Text, Texture and surface, Mixed Media, Tertiary Colour Palette.	<b>Concepts:</b> Photography: Digital, Composition, Decisive moment, and Golden Ratio (Fibonacci). Line, Shade, Tone and Form.	<b>Concepts:</b> Grounds, Contrasting shape, colour and mark making. Painting processes, media and medium. Textiles, felting and applique.	<b>Concepts:</b> Synthesis, Composition (Fibonacci, Division, Proportion, Ratio, Scale and Enlargement), Process, Influence and Historical context.	<b>Concepts:</b> Holistic Synthesis, Retrieval and Reflection	
<p>Assessment in Art and Design is ongoing throughout the year and will focus on the ability and command of the formal elements: line, shape, tone, texture, colour and composition, with multiple opportunities to demonstrate progression of skills. Students are required to demonstrate creative input as well as to make connections with the work and process of other artists. In addition to teacher assessment, there will be opportunities for self-evaluation and peer assessment at regular intervals.</p>						

<p><b>Assessment Opportunities:</b> All work assessed against Assessment Objectives 1-4 CIE syllabus.</p> <p>Primary photography Observation drawing Monochrome drawing Continuous line drawing Lino cut and print Cyanotype Collage and mixed media Digital manipulation Artist research (Collage/Continuous line/Negative space)</p>	<p><b>Assessment Opportunities:</b> All work assessed against Assessment Objectives 1-4 CIE syllabus.</p> <p>Primary photography Observation drawing EE shading and mark making Colour Pencil, Shade and blend Textural observation Colour Theory Digital Manipulation Artist Research (Micheal Lang)</p>	<p><b>Assessment Opportunities:</b> All work assessed against Assessment Objectives 1-4 CIE syllabus.</p> <p>Primary photography Observation drawing Mixed media shading and mark making Colour Pencil, Shade and blend Painterly grounds Colour Theory Digital Manipulation Artist Research (Alison Watt)</p>	<p><b>Assessment Opportunities:</b> All work assessed against Assessment Objectives 1-4 CIE syllabus.</p> <p>Primary photography Observation drawing Watercolour Colour Pencil, Shade and blend Colour Theory Depth of Field/Focal Points Digital Manipulation Artist Research (Sarah Goings)</p>	<p><b>Assessment Opportunities:</b> All work assessed against Assessment Objectives 1-4 CIE syllabus.</p> <p>Primary photography Observation drawing Mark making and shading Painterly Processes Colour Theory Digital Manipulation Artist Research (Multiple)</p>	<p><b>Assessment Opportunities:</b> All work assessed against Assessment Objectives 1-4 CIE syllabus.</p> <p>A01: Recording observations from first and second-hand studies. A02: Exploring and selecting appropriate media, materials and techniques. A03: Developing his ideas through investigation of relevant artists and to show critical understanding; A04: Presenting a personal and coherent response for his final outcome.</p>
<p><b>Opportunities for developing the 5Cs</b></p> <p>Creativity: Drawing, Design, Painting, Printing, Photography, Mastery of Formal elements. Confidence: Researching artistic style, media and processes Compassion: Understanding of movement, styles and context Community: Discussion of work, peer and group written feedback. Challenge: Mastery of colour theory, Mixing and blending of colour within a composition and an artistic style(s)</p>	<p><b>Opportunities for developing the 5Cs</b></p> <p>Creativity: Drawing, Design, Painting, Printing, Photography, Mastery of Formal elements. Confidence: Researching artistic style, media and processes Compassion: Understanding of movement, styles and context Community: Discussion of work, peer and group written feedback. Challenge: Mastery of colour theory, Mixing and blending of colour within a composition and an artistic style(s)</p>	<p><b>Opportunities for developing the 5Cs</b></p> <p>Creativity: Drawing, Design, Painting, Printing, Photography, Mastery of Formal elements. Confidence: Researching artistic style, media and processes Compassion: Understanding of movement, styles and context Community: Discussion of work, peer and group written feedback. Challenge: Mastery of colour theory, Mixing and blending of colour within a composition and an artistic style(s)</p>	<p><b>Opportunities for developing the 5Cs</b></p> <p>Creativity: Drawing, Design, Painting, Printing, Photography, Mastery of Formal elements. Confidence: Researching artistic style, media and processes Compassion: Understanding of movement, styles and context Community: Discussion of work, peer and group written feedback. Challenge: Mastery of colour theory, Mixing and blending of colour within a composition and an artistic style(s)</p>	<p><b>Opportunities for developing the 5Cs</b></p>	<p><b>Opportunities for developing the 5Cs</b></p>
<p><b>Literacy Opportunities:</b> Speaking &amp; Listening- Self/Peer/ Group evaluation, Literacy Foci and critique</p> <p>Written: Artist analysis, sentence and paragraph structure, Reflection and Evaluation Reading- - Key words, Key vocabulary, Starter sentences, Analysing symbols and meanings, Literacy foci</p>	<p><b>Literacy Opportunities:</b> Speaking &amp; Listening- Self/Peer/ Group evaluation, Literacy Foci and critique</p> <p>Written: Artist analysis, sentence and paragraph structure, Reflection and Evaluation Reading- - Key words, Key vocabulary, Starter sentences, Analysing symbols and meanings, Literacy foci</p>	<p><b>Literacy Opportunities:</b> Speaking &amp; Listening- Self/Peer/ Group evaluation, Literacy Foci and critique</p> <p>Written: Artist analysis, sentence and paragraph structure, Reflection and Evaluation Reading- - Key words, Key vocabulary, Starter sentences, Analysing symbols and meanings, Literacy foci</p>	<p><b>Literacy Opportunities:</b> Speaking &amp; Listening- Self/Peer/ Group evaluation, Literacy Foci and critique</p> <p>Written: Artist analysis, sentence and paragraph structure, Reflection and Evaluation Reading- - Key words, Key vocabulary, Starter sentences, Analysing symbols and meanings, Literacy foci</p>	<p><b>Literacy Opportunities:</b> Speaking &amp; Listening- Self/Peer/ Group evaluation, Literacy Foci and critique</p> <p>Written: Artist analysis, sentence and paragraph structure, Reflection and Evaluation Reading- - Key words, Key vocabulary, Starter sentences, Analysing symbols and meanings, Literacy foci</p>	<p><b>Literacy Opportunities:</b> Speaking &amp; Listening- Self/Peer/ Group evaluation, Literacy Foci and critique</p> <p>Written: Artist analysis, sentence and paragraph structure, Reflection and Evaluation Reading- - Key words, Key vocabulary, Starter sentences, Analysing symbols and meanings, Literacy foci</p>
<p><b>Cross curricular:</b> Mathematics – Proportion, Measurement and Scale Media – representation of image in media, Photoshop and digital manipulation.</p>	<p><b>Cross curricular:</b> Mathematics – Proportion, Measurement and Scale Media – representation of image in media, Photoshop and digital manipulation.</p>	<p><b>Cross curricular:</b> Mathematics – Proportion, Measurement and Scale Media – representation of image in media, Photoshop and digital manipulation.</p>	<p><b>Cross curricular:</b> Mathematics – Proportion, Measurement and Scale Media – representation of image in media, Photoshop and digital manipulation.</p>	<p><b>Cross curricular:</b> Mathematics – Proportion, Measurement and Scale Media – representation of image in media, Photoshop and digital manipulation.</p>	<p><b>Cross curricular:</b> TBC Cross curricular:</p>
<p><b>Health and Safety</b> <a href="#">MRAT 011</a> <a href="#">MRAT 109</a> <a href="#">MRAT 155</a> <a href="#">MRAT 157</a> <a href="#">MRAT 160</a> <a href="#">MRAT 167</a></p>	<p><b>Health and Safety</b> <a href="#">MRAT 011</a> <a href="#">MRAT 103</a> <a href="#">MRAT 150</a> <a href="#">MRAT 155</a></p>	<p><b>Health and Safety</b> <a href="#">MRAT 011</a> <a href="#">MRAT 150</a> <a href="#">MRAT 152</a> <a href="#">MRAT 155</a></p>	<p><b>Health and Safety</b> <a href="#">MRAT 011</a> <a href="#">MRAT 144</a> <a href="#">MRAT 155</a></p>	<p><b>Health and Safety</b> <a href="#">MRAT 011</a> <a href="#">MRAT 103</a> <a href="#">MRAT 109</a> <a href="#">MRAT 144</a> <a href="#">MRAT 150</a> <a href="#">MRAT 152</a> <a href="#">MRAT 155</a> <a href="#">MRAT 157</a> <a href="#">MRAT 160</a> <a href="#">MRAT 167</a></p>	<p><b>Health and Safety</b> <a href="#">MRAT 011</a> <a href="#">MRAT 103</a> <a href="#">MRAT 109</a> <a href="#">MRAT 144</a> <a href="#">MRAT 150</a> <a href="#">MRAT 152</a> <a href="#">MRAT 155</a> <a href="#">MRAT 157</a> <a href="#">MRAT 160</a> <a href="#">MRAT 167</a></p>