

Arts Curriculum Pathway

Key Stage 4 information

2022-2025



Overview

At St Martins School we also study 'arts' for all. We passionately believe that creativity and adaptability are two key characteristics that employers of the future will be looking for. Our Arts courses develop our student's confidence and resilience and enable students to shine in a variety of disciplines including art, dance, music, acting and creative media. Students will choose an Arts option in year 9 and will continue with this course through year 10 and 11.

New GCSE Grading:

New GCSE Grade	Equivalent 'traditional' Grade
9	A** (top 3% nationally)
8	A*
7	A
6	B (top 2/3)
5	B (bottom 1/3) and C (top 1/3)
4	C (bottom 2/3)
3	D
2	E
1	F/G

New Technical Grading

Old Grade	New Grade
Level 2 distinction	8
Level 2 merit	6
Level 2 pass	4
Level 1 pass	2
Unclassified	0

ARTS - ART AND DESIGN

Qualification obtained: GCSE Art and Design OCR

Brief outlines

Portfolio (60%)

The OCR syllabus requires that students submit **one unit of coursework** (Portfolio). This body of work will constitute 60% of the final grade. This *coursework* will be completed in lesson time, art club and at home throughout Year 10 and up to the end of the Autumn Term in Year 11. The successful student will need to keep a sketchbook and be self-motivated and enthusiastic about working outside lesson time.

Exam (40%)

The remaining 40% will be determined by an examination. Exam papers will be issued to students from the beginning of January in Year 11. Each student will prepare an answer (over several weeks) to one question posed by the examination board (OCR). Following this a final outcome will be produced during a formal 10 hour examination (*over two whole school days*). The resulting body of work is produced and marked in the same manner as the Portfolio unit.

How it is assessed

All work produced in class and at home will count towards the final grade. The students work will be exhibited in the Art Department at the end of the course, which in turn is assessed by staff then moderated by an external moderate. Portfolio and exam will be assessed using the OCR Criteria below.

AO weightings in OCR's GCSE (9–1) in Art and Design

The relationship between the Assessment Objectives and the components are shown in the following table:

Component	% of GCSE (9–1) Art and Design				
	AO1	AO2	AO3	AO4	Total
Portfolio (01)	15	15	15	15	60
Externally set task (02)	10	10	10	10	40
	25	25	25	25	100

Course Requirements - Possible Portfolio units:

Food (2/ 3-D) - You will produce observed studies of food and develop artwork influenced by a range of artists:

Wayne Thiebaud (painting of cakes)

Sarah Graham (Paintings of Sweets)

Kate Brinkworth (Paintings of Bottles) Andy Warhol (printmaking from packaging)

ART AND DESIGN

Claes Oldenburg (sculpture of food)
Patianne Stevenson (sculpture of food)
Kate Malone (Ceramics of food)

Following this experience, each student chooses one of the above to specialise in. The final outcome will be the result of more in depth research and development inspired by the relevant artist. Students are also given the opportunity to research another artist of their choice relating to the unit.

Self-Portrait (2-D)

You will produce self-portraits in response to the work of:

Chuck Close (photo)
David Hockney (abstracted/ fragmented)
Melissa Cooke
Barbara Kruger
Jenny Saville
Cindy Sherman
Cristina Otero
Frida kahlo

Each student produces a final (overall) self-portrait using the skills learned. Again students are given the opportunity to research another artist of their choice relating to the unit.

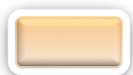
Gallery Visits

To be decided on during the course to coincide with current exhibitions both locally and nationally.

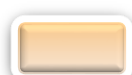
Careers

The modern workplace needs a creative mind that offers lateral thinking and innovative solutions. Students leaving with art and design qualifications will have opportunities to move into a number of different occupations including: artist (painter, printmaker, ceramicist/ potter, sculptor etc.); designer (graphic, three-dimensional, fashion, textile, theatre stage etc.); animator; jewellery maker; photographer; Architect; museum/ gallery curator; exhibition organiser; gallery education officer; art teacher/ lecturer.

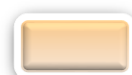
*Definite
preference*



*Maybe
preference*



*Definite
no*



ARTS - *Music*

QUALIFICATION OBTAINED: BTEC Tech Award in Music Practice

BRIEF OUTLINE OF THE SUBJECT:

- Assessed with performance-based tasks and assignments, rather than written exams.
- Clear progression onto Level 3 study for students who want to explore performing arts further.
- Differentiated grading across both Level 1 and Level 2, with equivalency to the new GCSE grades.

How does the course work?

The course is made up of three components: **two** that are **internally assessed** and **one** that's **externally assessed**.

Our three-block structure, **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

Component 1: Explore

Aim: Explore musical styles and techniques, and gain an understanding of roles in the industry

Assessment: **Internally** assessed assignments

Weighting: 30% of your total course during Component 1, you will:

- **Explore** different styles and genres of music.
- **Take part** in practical workshops to understand the music creation process.
- **Learn** about the different roles within the music industry.
- **Investigate** relationships between different areas of the music industry processes.

Component 2: Develop

Aim: Develop musical knowledge, skills, and techniques and apply them to a music product

Assessment: **Internally** assessed assignments

Weighting: 30% of your total course during Component 2, you will:

- **Develop** a range of skills.
- **Reflect** on their progress, and on areas for improvement.
- **Choose** a job role and explore the skills needed to fulfil it.
- **Apply skills** and techniques in a music performance, creation or production.

Music

Component 3: Responding

Aim: Put skills into practice by responding to a brief as a composer, performer or producer

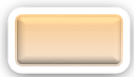
Assessment: **Externally** assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.

Weighting: 40% of your total course.

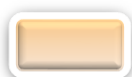
To achieve this aim, your students will:

- **Choose** an area of the industry that excites them (composer, performer, or producer).
- **Explore** the brief and come up with possible responses and ideas.
- **Use** relevant resources, skills and techniques to develop and refine musical material.
- **Present** their final response (solo or in a group).
- **Review** and reflect their approach to the brief and their final outcome.

*Definite
preference*



*Maybe
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*Definite
no*



ARTS - PERFORMING ARTS

QUALIFICATION OBTAINED: Btec Tech Award in Performing Arts (**Acting & dance pathways**)

- Assessed with performance-based tasks and assignments, rather than written exams.
- Clear progression onto Level 3 study for students who want to explore performing arts further.
- Differentiated grading across both Level 1 and Level 2, with equivalency to the new GCSE grades.

How does the course work?

The course is made up of three components: **two** that are **internally assessed** and **one** that's **externally assessed**.

Our three-block structure, **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

Component 1: Explore

Aim: Get a taste of what it is like to be a professional Actor or Dancer

Assessment: **Internally** assessed assignments

Weighting: 30% of your total course, during Component 1, you will:

- **explore** performance styles, creative intentions and purpose
- **investigate** how practitioners create and influence what's performed
- **discover** performance roles, skills, techniques and processes.

Component 2: Develop

Aim: Develop skills and techniques in Acting or Dancing

Assessment: **Internally** assessed assignments

Weighting: 30% of your total course, during Component 2, you will:

- **take part** in workshops, classes and rehearsals
- **gain** physical, interpretative, vocal and rehearsal skills
- **apply** these skills in performance
- **reflect** on their progress, their performance and how they could improve in a written evaluation at four milestone evaluations

PERFORMING ARTS

Component 3: Apply

Aim: Consider how practitioners adapt their skills for different contexts, and put this into practice in a performance

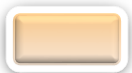
Assessment: **Externally** assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.

Weighting: 40% of your total course

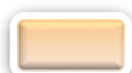
To achieve this aim, your students will:

- **use** the brief and previous learnings to come up with ideas
- **build** on their skills in classes, workshops and rehearsals
- **review** the process using an ideas and skills log – 2 x written report
- **perform** a piece to their chosen audience which is filmed
- **reflect** on their performance in an evaluation report...

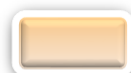
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ARTS – CREATIVE iMedia

Creative iMedia at Key stage 4

Students are currently studying the Cambridge Nationals in Creative iMedia. This is a media sector-focused course, including film, television, web development, gaming and animation, and have IT at their heart. The course modules provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on, approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things. At St Martins School we study the Cambridge Nationals Creative iMedia Certificate (requiring four units).

Units

Pre-production skills	Compulsory - Exam Unit 1hr 15mins
Creating digital graphics	Compulsory coursework

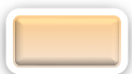
Optional Units (choose two)

Creating 2D and 3D digital characters	Storytelling with a comic strip
Creating a multipage website	Creating a digital animation
Creating interactive multimedia products	Creating a digital sound sequence
Creating a digital video sequence	Digital photography
Designing a game concept	Developing digital games

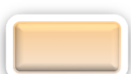
Benefits

1. This is a GCSE equivalent course and so counts for college and A-Level Computing courses.
2. There is only one exam, lasting 1hr and 15mins, which will be sat in the January. This means you will have one less exam in your May/June exam season.
3. The coursework is not 'controlled', so you can change the theme and submit it 3 times before the final mark is taken, the best of your attempts.
4. There is no time limit to the coursework and so it can be improved outside lessons and/or at home.
5. There are 3 windows for coursework moderating/grading, in Nov, Jan & May so you can 'bank' marks and improve sections that can get more marks.
6. The optional units can be those chosen by the teacher or areas that you find interesting or have a passion for, developing specific program skills, e.g. Photoshop, Comic Life, PowerPoint, Lightroom, Premiere Pro, Dreamweaver, Flash.

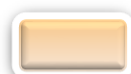
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Additional Information

Useful Websites

<https://careerpilot.org.uk/parent-zone/all-questions/how-can-i-help-my-child-make-their-option-choices-in-year-9-some-schools-make-option-choices-in-y8>

<https://www.bbc.co.uk/bitesize/articles/zrjh92p>

<https://www.studential.com/GCSEs/choosing-your-GCSE-subject-options>

‘Start’ Careers log in available – speak to Miss Weaver