Art, craft, and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire, and challenge pupils, equipping them with the knowledge and skills to experiment, invent, and create their own works of art, craft, and design. As pupils progress, they should think critically and develop a rigorous understanding of art and design. They should also understand how art and design both reflect and shape our history, and contribute to the culture, creativity, and wealth of our nation.

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| **Key Stage 4**  Students must explore and create work associated with areas of study from **at least two**titles listed below.   * **Fine art**: for example, drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media, and land art. * **Graphic communication**: for example, communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design, (including web, app and game), multi-media, motion graphics, signage, and exhibition graphics. * **Textile design**: for example, art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles. * **Three-dimensional design**: for example, architectural design, sculpture, ceramics, product design, jewellery and body adornment, interior design, environmental/landscape/garden design, exhibition design, three-dimensional digital design, and designs for theatre, film and television. * **Photography**: for example, portraiture, location photography, studio photography, fashion photography experimental imagery, installation, documentary photography, photojournalism, and moving images: film, video, and animation.   **Component 1:** must show evidence of working in areas of study drawn from **two or more**of the titles considering the distinguishing characteristics of art, craft, and design.  **Component 2:** must show evidence of areas of study drawn from **one or more**of the titles.  <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification>  <https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification/subject-content/art-craft-and-design>  [**https://assets.publishing.service.gov.uk/media/5a7dcc7ded915d2ac884d9f9/GCSE\_subject\_content\_for\_art\_and\_design.pdf**](https://assets.publishing.service.gov.uk/media/5a7dcc7ded915d2ac884d9f9/GCSE_subject_content_for_art_and_design.pdf) |

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| **Key Stage 4** Pupils may study towards Art and Design GCSE subjects, Entry level or unit awards | | | | | |
|  | **Fine art** | **Graphic communication** | **Textile design** | **Three-dimensional design** | **Photography** |
| Year 10/11 | Fine Art allows pupils to explore and experiment with a broad range of techniques, materials, and processes to create innovative and meaningful artwork. Areas of focus include drawing, painting, printmaking, and sculpture, as well as installation, lens/light-based media, photography and the moving image, mixed media, and land art. Pupils may also explore overlapping and combined areas within their work.  Pupils will explore the potential of these techniques and processes through research and experimentation to develop innovative and expressive outcomes. They will learn to relate their work to individual, social, historical, environmental, cultural, ethical, and issue-based contexts. Themes and ideas will inspire responses that are aesthetic, intellectual, or conceptual in nature.  Pupils will develop their understanding of how visual and tactile elements, such as colour, line, form, tone, texture, shape, composition, rhythm, scale, structure, and surface, can communicate meanings and ideas. They will engage with concepts such as figurative representation, abstraction, stylisation, simplification, exaggeration, and imaginative interpretation.  Pupils will demonstrate skills in techniques such as mark-making, mono-printing, collagraph and block printing, assemblage, construction, carving, and digital methods. They will work with media and materials including charcoal, pastels, pen and ink, crayons, watercolors, gouache, acrylics, oils, found materials, clay, wood, and metal, as well as digital imagery and various papers and surfaces.  Assessment is based on a coursework portfolio that demonstrates creativity and technical skill in response to set tasks and briefs as well as an externally set exam task. Example projects may include creating expressive drawings, developing a mixed-media collage, or producing a sculpture inspired by a chosen theme. This process develops creativity, critical thinking, and visual communication skills, while assessing their ability to experiment and innovate effectively. Visits to museums and galleries inspire pupils with insights into diverse artistic practices and historical contexts. | Graphic Communication is the process of designing visual material to convey information, ideas, meaning, and emotions in response to a given or self-defined brief. Pupils will explore areas such as communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design (including web, app, and game), multi-media, motion graphics, signage, and exhibition graphics. They may also explore overlapping areas and combinations of these.  Pupils will investigate, test, and refine ideas, taking risks to develop creative and thoughtful responses that are fit for purpose. They will explore how sources relate to briefs with commercial, social, or environmental focuses and develop imaginative, thoughtful, and relevant responses to client and audience expectations.  Pupils will learn how to use visual and tactile elements such as colour, line, form, tone, texture, shape, pattern, composition, stylisation, simplification, scale, and structure to communicate meanings, ideas, and intentions effectively. They will engage in creating brand identities, exploring intended messages, and addressing audience requirements.  Skills in graphic communication include using techniques and processes such as typography, illustration, digital and/or non-digital photography, hand-rendered and digital working methods. Pupils will also work with media and materials including pencil, pen and ink, crayon, watercolors, gouache, acrylics, layout materials, printmaking, mixed media, and digital tools.  Assessment is based on a coursework portfolio that demonstrates creativity and technical skill in response to set tasks and briefs, as well as an externally set exam task. Example projects may include creating a poster, designing packaging, or developing a promotional campaign for a specific audience. Visits to museums and galleries allow pupils to explore visual communication methods and draw inspiration for their own projects. | Textile Design involves the creation of designs and products for woven, knitted, stitched, printed, or decorative textiles that may have functional or non-functional purposes. Pupils will explore areas such as art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles, and installed textiles. They may also explore overlapping and combined areas.  Pupils will investigate how sources of inspiration relate to cultural, social, historical, contemporary, environmental, and creative contexts, influenced by both functional and non-functional considerations. Themes and ideas will inspire responses that address personal needs or meet external requirements, such as client expectations and constraints.  Pupils will develop an understanding of how visual and tactile elements such as colour, line, form, tone, texture, shape, pattern, composition, decoration, repetition, scale, structure, and surface can communicate meanings and ideas. They will engage with concepts such as figurative and non-figurative representation, stylisation, surface embellishment, and imaginative interpretation.  Pupils will demonstrate skills in techniques such as weaving, felting, stitching, appliqué, construction methods, and printing. They will work with media and materials including inks, yarns, threads, fibers, fabrics, textile materials, and digital imagery to realise their creative intentions.  Assessment is based on a coursework portfolio that demonstrates creativity and technical skill in response to set tasks and briefs, as well as an externally set exam task. Example projects may include designing fashion illustrations, creating surface patterns, or producing embellished textiles inspired by cultural themes. Visits to museums and galleries provide pupils with inspiration by showcasing textile heritage, contemporary works, and cultural influences. | Three-dimensional Design involves designing, prototyping, and modelling or making primarily functional and aesthetic products, objects, and environments. Pupils will explore areas such as architectural design, sculpture, ceramics, product design, jewelry and body adornment, interior design, environmental/landscape/garden design, exhibition design, 3D digital design, and designs for theatre, film, and television. They may also explore overlapping and combined areas.  Pupils will investigate how sources of inspiration relate to historical, contemporary, cultural, social, environmental, and creative contexts. Themes and ideas will inspire responses that address specific needs, whether personal or determined by external factors, such as client expectations, audience needs, or the details of a specific commission.  Pupils will develop their understanding of how visual and tactile elements, such as colour, line, form, tone, texture, space, proportion, decoration, scale, structure, shape, and pattern, can communicate meanings and ideas. They will engage with concepts such as figurative and non-figurative forms of representation, stylisation, simplification, exaggeration, surface embellishment, and imaginative interpretation.  Pupils will demonstrate skills in techniques such as model making, constructing, surface treatment, and assembling. They will work with media and materials, including drawing materials, clay, wood, metal, plaster, plastic, and found materials, to realise their creative intentions.  Assessment is based on a coursework portfolio that demonstrates creativity and technical skill in response to set tasks and briefs, as well as an externally set exam task. Example projects may include designing architectural models, creating sculptural forms, or developing prototypes for interior design. Visits to museums and galleries allow pupils to study diverse approaches to sculpture, architecture, and design in both historical and modern contexts. | Photography is the practice of producing images using light-sensitive materials such as photographic film or digital methods to create static or moving images. Pupils will explore areas such as portraiture, location photography, studio photography, fashion photography, experimental imagery, installation, documentary photography, photojournalism, moving images: film, video, and animation.They may also explore overlapping and combined areas within their work.  Pupils will investigate how sources of inspiration relate to historical, contemporary, social, cultural, and issue-based contexts, as well as external considerations such as client-oriented requirements. Themes and ideas will inspire creative responses informed by different styles, genres, and aesthetic considerations or an individual’s distinctive view of the world.  Pupils will develop their understanding of how visual and tactile elements such as colour, line, form, tone, texture, shape, pattern, composition, scale, sequence, surface, and contrast can communicate meanings and ideas. They will engage with concepts such as figurative and non-figurative forms, image manipulation, close-up photography, and imaginative interpretation.  Pupils will demonstrate skills in techniques such as lighting, viewpoint, aperture, depth of field, shutter speed, movement, and the use of enlargers. They will also utilise chemical and/or digital processes. Media and materials may include film, photographic papers, chemicals for darkroom practices, digital media, programs, and related technologies. Pupils may also use graphic media for purposes such as storyboarding, planning, and constructing shoots.  Assessment is based on a coursework portfolio that demonstrates creativity and technical skill in response to set tasks and briefs, as well as an externally set exam task. Example projects may include capturing portraits, producing experimental imagery, or creating a photojournalistic narrative. Visits to museums and galleries enrich pupils' understanding of photographic practices, historical development, and innovative approaches. |