



Curriculum Content

Art –
KS4 –

Year 9	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January – February
	<p>Topic: Core Drawing</p> <p>Knowledge: The pupils are required to deepen their knowledge and understanding of different approaches to drawing.</p> <p>They draw a diverse range of subjects from natural forms such as skulls and bones to machine parts requiring the pupils to understand ellipses and geometric forms.</p> <p>Skills: In this unit, the students are required to focus on improving the proficiency and handling of drawing materials. They make in depth investigations into drawing techniques. Including drawing from primary and secondary observation, mark making, tonal studies, recreating textures and surfaces, and drawing positive and negative space. They also use photography as a method of recording images of their subjects and as a starting point for drawn work.</p>	<p>Topic: Core Drawing</p> <p>Knowledge: The pupils are required to deepen their knowledge and understanding of different approaches to drawing.</p> <p>They draw a diverse range of subjects from natural forms such as skulls and bones to machine parts requiring the pupils to understand ellipses and geometric forms.</p> <p>Skills: In this unit, the students are required to focus on improving the proficiency and handling of drawing materials. They make in depth investigations into drawing techniques. Including drawing from primary and secondary observation, mark making, tonal studies, recreating textures and surfaces, and drawing positive and negative space. They also use photography as a method of recording images of their subjects and as a starting point for drawn work.</p>	<p>Topic: Fantasy Creatures and Landscapes. Investigation and recording of ideas.</p> <p>Knowledge: Learning about geometric shapes and 3D forms, skulls and bones and anatomy, natural forms, manmade, and machine parts, watch workings, animals, reptiles and sea creatures, textures and marking making. Landscapes techniques. Minerals and crystals.</p> <p>Moral and ethical issues surrounding endangered species.</p> <p>A range of artists covered includes HR Giger, Andy Council, Fantastic Beasts illustrations, Albrecht Durer, Audrey Flack, Ernst Haeckel, Enrique Gomez De Molina, Jason Limon, and Skinner.</p> <p>Skills: Drawing from primary and secondary resources, Drawing from imagination. Drawing from description. Shading, blending and rendering. Stick and ink drawing. Inverse drawing - white on black. Painting techniques. Gouache, pastel drawing, Collage. Ink washes.</p> <p>Artist research and analysis techniques. Annotation.</p>
Vocabulary Links	primary secondary content form process mood foreground background context structure understanding idea initial emphasis genre geometric abstract still-life	primary secondary content form process mood foreground background context structure understanding idea initial emphasis genre geometric abstract still-life realism	content form process mood foreground background context structure understanding critical diverse connection idea emphasis landscape genre geometric traditional

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National Curriculum	<ul style="list-style-type: none"> • Produce creative work, exploring ideas and recording experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Use a range of techniques to record observations in sketchbooks, journals and other media as a basis for exploring their ideas • Use a range of techniques and media, including painting • Increase proficiency in the handling of different materials • Analyse and evaluate own work, and that of others, in order to strengthen the visual impact or applications of their work • Develop creativity and ideas, and increase proficiency in their execution. 	<ul style="list-style-type: none"> • Produce creative work, exploring ideas and recording experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Use a range of techniques to record observations in sketchbooks, journals and other media as a basis for exploring their ideas • Use a range of techniques and media, including painting • Increase proficiency in the handling of different materials • Analyse and evaluate own work, and that of others, in order to strengthen the visual impact or applications of their work • Develop creativity and ideas, and increase proficiency in their execution. 	<ul style="list-style-type: none"> • Produce creative work, exploring ideas and recording experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • Use a range of techniques to record observations in sketchbooks, journals and other media as a basis for exploring their ideas • Use a range of techniques and media, including painting • Increase proficiency in the handling of different materials • Analyse and evaluate own work, and that of others, in order to strengthen the visual impact or applications of their work • Study the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

			<ul style="list-style-type: none"> • Develop creativity and ideas, and increase proficiency in their execution. • Develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.
Year 9	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
	<p>Topic: Fantasy Creatures and Landscapes. Investigation and recording of ideas.</p> <p>Knowledge: Learning about geometric shapes and 3D forms, skulls and bones and anatomy, natural forms, manmade, and machine parts, watch workings, animals, reptiles and sea creatures, textures and marking making. Landscapes techniques. Minerals and crystals.</p> <p>Moral and ethical issues surrounding endangered species.</p> <p>A range of artists covered includes HR Giger, Andy Council, Fantastic Beasts illustrations, Albrecht Durer, Audrey Flack, Ernst Haeckel, Enrique Gomez De Molina, Jason Limon, and Skinner.</p> <p>Skills: Drawing from primary and secondary resources, Drawing from imagination. Drawing from description. Shading, blending and rendering. Stick and ink drawing. Inverse drawing - white on black. Painting techniques. Gouache, pastel drawing, Collage. Ink washes.</p> <p>Model making. Wire and tissue. Ceramic techniques.</p>	<p>Topic: Fantasy Creatures and Fantasy Landscapes. Development of personal responses.</p> <p>Knowledge: Students further develop knowledge of the creative process, applying what they have learned earlier in the project, bringing their ideas together.</p> <p>Skills: Developing a creative and personal response to the project in designing and producing a final piece. They will practice and develop presentation techniques and drawing, painting and making skills.</p>	<p>Topic: Optical Art</p> <p>Knowledge: In this topic, the students learn about geometry and pattern making. They research related artists and designers and investigate ways to produce optical art effects. Artists include Bridget Riley and Victor Vasarely among others.</p> <p>Skills: Measuring, drawing with rulers, practice using compasses, pattern making, rotations and reflections. Pen work and graphic design skills will also be developed.</p>

	Artist research and analysis techniques. Annotation.		
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Year 10	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January - February
	<p>Topic: Portraiture</p> <p>Knowledge: Learning about the historical and contemporary context of portraiture. The students are encouraged to use themselves and their friends and family as starting point for a creative exploration. They learn about a range of artists who have explored the theme such as Van Gogh, Warhol, Picasso, Nicole Florian, Hattie Stewart and Tristan Eaton. The students also choose 12 artists to investigate independently.</p>	<p>Topic: Portraiture</p> <p>Knowledge: Learning about the historical and contemporary context of portraiture. The students are encouraged to use themselves and their friends and family as starting point for a creative exploration. They learn about a range of artists who have explored the theme such as Van Gogh, Warhol, Picasso, Nicole Florian, Hattie Stewart and Tristan Eaton. The students also choose 12 artists to investigate independently.</p>	<p>Topic: Portraiture continued.</p> <p>Knowledge: Students continue to develop knowledge on the theme of portraiture deepening their investigations and developing ideas of their own for a final piece.</p> <p>Skills: Planning and preparing a final piece. Working on larger scale, projection, drawing, painting and making skills.</p>

	<p>Skills: Students learn portraiture techniques employing proportion, photography, projection, gridding methods. Encouraged to investigate different media. Specific focus on developing skills in gouache paints and using collage to develop ideas.</p>	<p>Skills: Students learn portraiture techniques employing proportion, photography, projection, gridding methods. Encouraged to investigate different media. Specific focus on developing skills in gouache paints and using collage to develop ideas.</p>	
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AQA Assessment Objectives	<p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p>	<p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p>	<p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and</p>

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Year 10	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
	<p>Topic: Mock Exam – Investigation and recording ideas</p> <p>Knowledge: Students investigate a chosen theme and produce a self-directed project within a given framework.</p> <p>Students learn how to investigate a theme fulfilling the GCSE assessment objectives. They learn about a range of artists, social, cultural and contextual links. They explore a range of media, record ideas and present their artwork in a personal and meaningful way.</p> <p>Skills: Annotation, artist appreciation and written analysis, investigative techniques, exploration of themes and media, self-evaluation, creative exploration of themes and ideas.</p>	<p>Topic: Mock Exam – Development of personal responses and final outcomes. Includes 5hour timed assessment.</p> <p>Knowledge: Students continue to investigate their chosen theme and produce a self-directed project within a given framework.</p> <p>They continue to investigate a theme fulfilling the GCSE assessment objectives. They begin to use their knowledge of a range of artists, social, cultural and contextual links. They explore a range of media, record ideas and present their artwork in a personal and meaningful way.</p> <p>Skills: Annotation, artist appreciation and written analysis, investigative techniques, exploration of themes and media, self-evaluation, creative exploration of themes and ideas. Development of a final outcome.</p>	<p>Topic: Mock Exam – Development of personal responses and final outcomes. Includes 5hour timed assessment.</p> <p>Knowledge: Students continue to investigate their chosen theme and produce a self-directed project within a given framework.</p> <p>They continue to investigate a theme fulfilling the GCSE assessment objectives. They begin to use their knowledge of a range of artists, social, cultural and contextual links. They explore a range of media, record ideas and present their artwork in a personal and meaningful way.</p> <p>Skills: Annotation, artist appreciation and written analysis, investigative techniques, exploration of themes and media, self-evaluation, creative exploration of themes and ideas. Development of a final outcome.</p>
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Year 11	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January - February
	Topic: Past Exam Paper Project	Topic: Past Exam Paper Project	Topic: Year 11 Exam

	<p>Knowledge: Following the assessment of their mock exam work, the students study a theme chosen from a past exam paper. Their ability to choose a theme for themselves is important as they direct their own investigations within a guided framework. They gain knowledge of their chosen theme, related artists and techniques used to explore the subject.</p> <p>Skills: Self-assessment and evaluation, refinement and moderation, presentation skills, practicing drawing, painting and making skills. Investigation and experimentation. Modification and development of ideas.</p>	<p>Knowledge: Following the assessment of their mock exam work, the students study a theme chosen from a past exam paper. Their ability to choose a theme for themselves is important as they direct their own investigations within a guided framework. They gain knowledge of their chosen theme, related artists and techniques used to explore the subject.</p> <p>Skills: Self-assessment and evaluation, refinement and moderation, presentation skills, practicing drawing, painting and making skills. Investigation and experimentation. Modification and development of ideas.</p>	<p>Knowledge: Students investigate one of 7 themes from the exam paper. Self-directed investigations of a chosen theme fulfilling the GCSE assessment objectives. They learn about a range of artists, social, cultural and contextual links. Explore a range of media, record ideas and present their artwork in a personal and meaningful way.</p> <p>The students self-assess making improvements and amendments where necessary. They design and produce a final piece, bringing together the best of their ideas as a formal response to the brief.</p> <p>Skills: Annotation, artist appreciation and written analysis, investigative techniques, exploration of themes and media, self-evaluation, creative exploration of themes and ideas. Self-assessment and evaluation, refinement and moderation, presentation skills, practicing drawing and painting skills, and application of skills developed throughout the course.</p>
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Year 11	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
	<p>Topic: Year 11 Exam</p> <p>Knowledge: Students investigate one of 7 themes from the exam paper. Self-directed investigations of a chosen theme fulfilling the GCSE assessment objectives. They learn about a range of artists, social, cultural and contextual links. Explore a range of media, record ideas and present their artwork in a personal and meaningful way.</p>	<p>Coursework revisited to make improvements before submission deadline mid-May.</p> <p>The students are encouraged to review their portfolio of work. Following assessments, they are required to target areas of weakness concerning their fulfilment of the assessment objectives. They are also encouraged to produce personal work, using this opportunity to create artwork more independently.</p>	<p>The course is complete by this stage.</p>

	<p>The students self-assess making improvements and amendments where necessary. They design and produce a final piece, bringing together the best of their ideas as a formal response to the brief.</p> <p>Skills: Annotation, artist appreciation and written analysis, investigative techniques, exploration of themes and media, self-evaluation, creative exploration of themes and ideas. Self-assessment and evaluation, refinement and moderation, presentation skills, practicing drawing and painting skills, and application of skills developed throughout the course.</p>		
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