



KS4 Curriculum Content

Art

Year 10	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January - February
	<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. Artist research and analysis techniques. Annotation.</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>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>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>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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	<p>landscape genre geometric traditional historical contemporary abstract realism organic conceptual assemblage expressive appearance formal elements application experiment exploration media technique material mixed-media depth pencil print paint pastel relief charcoal graphite drawing painting sculpture digital photography movement graffiti mechanical architecture dramatic exaggerated construction silhouette accentuate style annotation collage model making sculpture ceramic inverse</p>	<p>culture emphasis portrait genre traditional historical contemporary abstract realism cubism surrealism impressionism expressionism organic conceptual assemblage expressive appearance interpretation representational formal elements application experiment exploration media technique material mixed-media depth pencil print paint pastel relief charcoal graphite drawing painting sculpture textiles digital photography movement mechanical exaggerated construction silhouette accentuate style</p>	<p>culture emphasis portrait genre traditional historical contemporary abstract realism cubism surrealism impressionism expressionism organic conceptual assemblage expressive appearance interpretation representational formal elements application experiment exploration media technique material mixed-media depth pencil print paint pastel relief charcoal graphite drawing painting sculpture textiles digital photography movement mechanical exaggerated construction silhouette accentuate style</p>
<p>AQA Assessment Objectives</p>	<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 	<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 demonstrates understanding of visual language.</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 demonstrates understanding of visual language.</p>

	<ul style="list-style-type: none"> • Study the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day • 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 10	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
	<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>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>

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Year 11	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January - February
	<p>Topic: Mock Exam – Development of personal responses and final outcomes.</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: Past Exam Paper Project</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>Topic: Tristan Eaton Artist Study</p> <p>Knowledge: Tristan Eaton is acknowledged as one of the most prominent street artists working today. Pupils will learn about the importance of public art and its's ability to inspire and transform communities. Students will reflect on Eaton's mural work which feature a meticulous patchwork of collaged pop imagery mixed with a unique vintage vibe. Students will utilise the skills developed in their portraiture project and combine them to create a composition with a graffiti culture flavour.</p> <p>Skills: Through physical collage students will create mini mural that will be digitally enhanced resulting in a contemporary design. Students will upscale their design into an A2 mural which will see pupils exploring an assortment of working methods and materials. These include traditional gouache painting, pencil work, collage, use of paint pens, stencil techniques and Indian ink.</p>
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	<p>Sea life</p> <p>Knowledge: Students will explore the theme of natural forms such as shells, plants and ocean landscape, as well as</p>	<p>Coursework revisited to make improvements before submission deadline mid-May.</p>	<p>The course is complete by this stage.</p>

marine life. Pupils will begin doing some observational drawing of marine habitats along with making links with marine biologist/artist Ernst Hackel. Students will quickly learn how to experiment with a number of drawing techniques using line, texture and detail. Pupils will explore colour theory relating to earthy light and dark tones that will be applied to the organic marine forms using a variety of different media.

Skills:

Experimentation and media trials will take place in sketchbooks including some sophisticated sampling of line and texture as well as with several wet mediums, including gouache, watercolour and ink. Students will use several different techniques, applying paint with a stick, sponge and dripping splashes of ink onto a watery ground as well as using household materials like cling film to create sea scenes linked to the artist Yellena James.

Pupils will move their investigations into the medium of clay. They will begin by looking at the work of ceramicist, Kate Malone. Pupils will start by discussing the characteristics of her work as well as beginning to sample her style of work to inform their own research. Pupils will centre their investigations on the creation of clay tiles upon which they will focus on surface form, texture and mark making.

They will learn the ceramic terms; manipulate their designs in order to create a subtle relief image in the clay that has a dimensional and textural quality- thus

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>extending their knowledge and experience with a range of processes, tools and techniques. The finale will be the creation of a ceramic vessel, inspired their underwater journey.</p>		
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