

KS4 Curriculum Overview: Fine Art

Year 10-Natural Forms Project

Rationale:

In Year 10 the main focus is to build on the key knowledge of art techniques & terminologies as well as key skills and uses of medias taught within year 9. To be able to advance learning and quality of outcomes, students are introduced to an independently driven project "Natural forms".

We continually aim to enhance pupils understanding of assessments/Marking further by using the same assessment objectives to which the pupils work will be assessed. Pupils should become more familiar with these Assessment objectives through continuous self-assessment and teacher lead assessments/feedback. The project will follow the same format as year 9, with contextual research, observational studies, experimentation with materials, design ideas and final outcome/intensions being the main key components.

Students will complete a choice project "**Natural Forms**" during year 10.

- Within term 1 pupils will develop and enhance key knowledge, terminologies and definitions of various art techniques, materials and items linked to the theme. This is to build on prior knowledge of analytical annotations/literacy taught with in year 9.
Pupils will be asked to complete contextual research based tasks, with Subjective and Objective annotations linked to the theme.
Pupils will also explore into various drawing techniques inspired by prior Workshops (year9) (these include book based and portfolio based outcomes) to enhance and understand what skills and associated knowledge is needed to obtain key marks
- Within the 2nd term, Pupils will explore a combination of teacher lead tasks (on larger materials such as lino or clay) and independent research and experimentation.
This aid's pupils in how to narrow down ideas and produce outcome inspired by these themes. Pupils will still be encouraged to explore independently into topics, techniques and medias through HL and class tasks.
- Within the 3rd Term, Pupils will create a final outcome inspired by skills and knowledge learnt in the first 2 terms. This outcome will be worth up to 25% of CW marks so planning experimenting and making will be essential for all pupils.

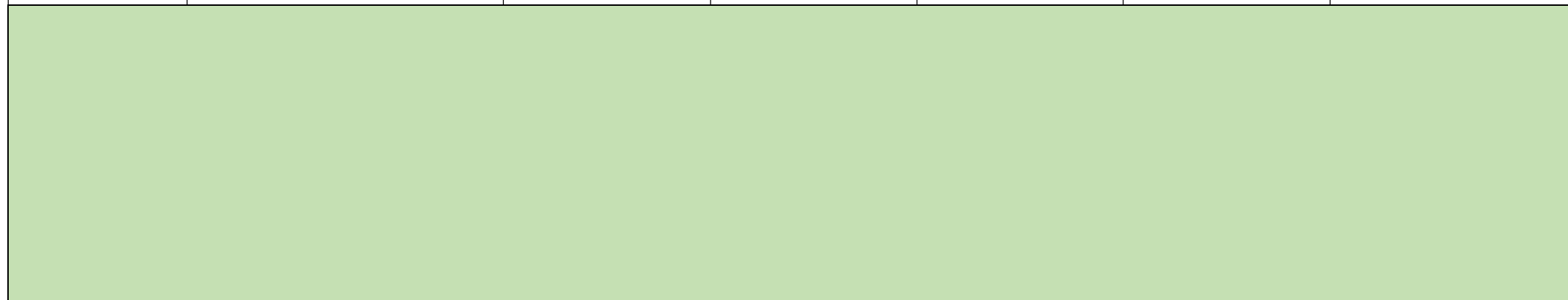
To reinforce pupils artistic development, we run simultaneously HL Tasks that allows pupils to cultivate their knowledge & skills from the current project, as well as developing key skills such as artist & contextual analysis. We also encourage independent exploration outside of the classroom of the theme through practical tasks to reinforce their learning and enhance the overall project.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Literacy
Y10 Autumn 1	<p>Natural Forms Project: Students are to begin exploring into the them "Natural Forms", through investigations and research linked to topics associated to the theme. (AO1)</p> <p>Students are to then explore primary observational studies of objects linked to their chosen topic using varied media such as pencil, biro or watercolour, and present within portfolios (sketchbooks) (AO2 & 3)</p> <p>Students are to use prior learning established in KS3 and previous project, such as the use of visual elements, basic drawing skills and combining practical skills & knowledge (key words and terminology)</p>		<p>Natural Forms HL linked to project: Pupils will be set a combination of structured tasks and lesson inspired tasks. The structures HL tasks are design to challenge and develop student's abilities regarding the assessment objectives, these include research tasks, drawings tasks & process and skills tasks. The lesson inspired tasks will be based on continuation learning from lessons eg link artists to the outcomes created etc. The</p>	<p>Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exemplar</p>	<p><u>Knowledge</u> -Understand and identify the topics "Natural Forms", key definitions & terminology of assessment objectives -Successful Material/technique use and linked to practical and theory key words/terminology -How to independently develop outcomes and responses based off contextual or first-hand influences.</p> <p><u>Skills</u></p>	<p>Key terms based on skills, techniques and processes and their meanings.</p> <p>Mind-mapping.</p> <p>Analytical and evaluative language.</p> <p>Structured analysis of artist and their work.</p> <p>Identifying relevant and useful information from different sources.</p> <p>Modelling of analysis and evaluation.</p>

Y10 Autumn 2	<p>Natural Forms Project: Students are to explore into large scale, to develop their skills further (prior learning from previous project) in media types such as oil pastels, chalk and charcoal & collage/biro studies, acrylic/watercolour painting, Photography, mixed media outcomes & mark making. These will be placed within the portfolio and reflected on in sketchbooks (AO2 & 3)</p> <p>Students are to use prior learning established in KS3 and their previous project, such as the use of materials and combining practical skills & knowledge (key words and terminology)</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2-3 tasks (time scale depending) this links to the way KS5 projects are marked.</p> <p>Verbal feedback sheets to be completed by students and recording conversations for progression</p> <p>Written non-specific, generic feedback given in line with GCQ regulations</p>	timescale is set by the teacher due to timetabling.		<p>Tonal disposition/blending First hand/primary observational studies using pencil, biro & ink. Watercolour mixing/painting skills Oil pastel blending Chalk and charcoal tonal blending Mixed media collage creation Contextual research building up analytical skills</p>	
Y10 Spring 1	<p>Natural Forms Project: Students are to explore large scale teacher lead mixed media outcomes, these include multi layered lino printing, large scale drawing with either chalk or oil pastel & a Clay outcome (AO2 & 3) These outcomes will be placed within the portfolio and within sketchbooks.</p> <p>Students will also develop their own investigative studies into individually chosen topic's to develop final outcomes. (AO1,2 & 3)</p> <p>Students are to use prior learning established in KS3 and their previous project, such as the use of materials and combining practical skills & knowledge (key words and terminology)</p>		<p>Natural forms HL linked to project: Pupils will be set a combination of structured tasks and lesson inspired tasks. The structures HL tasks are design to challenge and develop student's abilities regarding the assessment objectives, these include research tasks, drawings tasks & process and skills tasks. The lesson inspired tasks will be based on continuation learning from lessons eg link artists to the outcomes created etc. The timescale is set by the</p>	Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exemplar	<p><u>Knowledge</u> -Understand and identify how to develop a project independently inspired by own journey, Using analytical and reflective skills to be decisive as to how work will develop. -Use key definitions & terminology linked to the assessment objectives -Successful Material/technique use and linked to practical and theory key words/terminology -How to independently develop outcomes and responses based off</p>	<p>Understanding key terms based on skills, techniques and processes and their meanings.</p> <p>Modelling of analysis and evaluation of own, peers and artists work.</p> <p>Identifying relevant and useful information from different sources.</p>

Y10 Spring 2	<p>Students are to explore large scale outcomes(out of books) focusing on inspiration from their own projects, work is to independently led including the use of materials (These include using wire, card structures & acrylic/watercolour paints, mixed media outcomes and collages, photography and editing) These outcomes will be placed within the portfolio and within sketchbooks (AO2 & 3)</p> <p>Students are to use prior learning established in KS3 and their previous project, such as the use of materials and combining practical skills & knowledge (key words and terminology)</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2-3 tasks (time scale depending) this links to the way KS5 projects are marked.</p> <p>Verbal feedback sheets to be completed by students and recording conversations for progression</p> <p>Written non-specific, generic feedback given in line with GCQ regulations</p>	teacher due to timetabling.		<p>contextual or first-hand influences.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> -Tonal disposition/blending -multi-layered lino printing including design, and application -Clay manipulation and building -3d texture construction using layering and finishing materials -Contextual research with analytical skills -in-depth self analysis using subjective and objective comments to make key decisions. 	
Y10 Summer 1	<p>Natural Forms Project: Students are to explore developing their own designs/final ideas inspired by their project and investigative studies into individually chosen topic's. These ideas are to be developed inspired by outcomes, research, experimentations & insights from the student project. Final ideas must be clear and link to their projects with clear intentions recorded. (AO3 & 4)</p> <p>Students are to use prior learning established in KS3, such as the use of materials, developing outcomes & ideas inspired by contextual influences and combining practical skills & knowledge (key words and terminology)</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2-3 tasks (time scale depending) this links to the way KS5 projects are marked.</p> <p>Verbal feedback sheets to be completed by students and recording conversations for progression</p>	<p>Natural forms HL linked to project: Pupils will be set a combination of structured tasks and lesson inspired tasks. The structures HL tasks are design to challenge and develop student's abilities regarding the assessment objectives, these include idea development, experimentations tasks, drawings tasks & process and skills tasks. The lesson inspired tasks will be based on continuation learning from lessons eg link artists to the outcomes created etc. The timescale is set by the</p>	<p>Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exemplar</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> -Understand and identify how to develop a design idea inspired by project, -Reflect on prior learning and make informed decisions to develop and create a final outcome. -to record intentions with visual plan and annotations using key definitions & terminology of assessment objectives -Successful Material/technique use and linked to practical and theory key words/terminology -How to independently develop outcomes and 	<p>Understanding key terms based on skills, techniques and processes and their meanings.</p> <p>Modelling of analysis and evaluation of own, peers and artists work.</p> <p>Identifying relevant and useful information from different sources.</p>
Y10 Summer 2	<p>Students are to explore developing their own designs/final ideas and create a final outcome inspired by</p>	<p>Written non-specific, generic feedback</p>				

	<p>their project and investigative studies into individually chosen topic's. These ideas are to be developed through continual research and experimentation with material to ensure their final outcome has been planned out. (AO3 & 4)</p> <p>Students are to use prior learning established in KS3, such as the use of materials, developing outcomes & ideas inspired by contextual influences and combining practical skills & knowledge (key words and terminology)</p>	given in line with GCQ regulations	teacher due to timetabling.		<p>responses based off first-hand experience with materials</p> <p><u>Skills</u> Various media use dependent on outcome eg, (Tonal disposition/blending using pencil, biro & ink, Watercolour mixing/painting skills, Oil pastel blending, Chalk and charcoal tonal blending, Mixed media collage creation, 3D construction eg clay/wire/found objects) Analytical and reflection skills Planning and preparation for final outcome.</p>	
--	--	------------------------------------	-----------------------------	--	--	--



Year 11 – Portfolio completion and ESA Exam

Rationale: In Year 11 pupils will refine work using key knowledge of art techniques & terminologies as well as key skills and uses of medias taught within year 9 & 10. The main focus for year 11 is to consolidate pupils' knowledge of key art techniques, skills and uses of medias, to obtain key marks in each Assessment Objective. Pupils are to refine their coursework portfolio. We continually aim to enhance pupils understanding of assessments/Marking further by using the same assessment objectives to which the pupils work will be assessed. Pupils should become more familiar with these Assessment objectives as numeral marks will be awarded to highlight key areas to focus on. Pupils will continually use this time to self-asses and utilise teacher lead assessments/feedback to enhance quality of overall work. The projects will follow the same format, with contextual research, observational studies, experimentation with materials, design ideas and final outcome/intensions being the main key components, with an overall portfolio submitted.

- Within term 1 pupils will Refine and enhance course work marks by going over prior learning such as key knowledge (terminologies, techniques, analysis and contextual influences) as well as Key skills (refinement of medias & techniques including final outcomes).
- Pupils will work on prior knowledge to bridge the gap between each assessment objective.
- Pupils will be asked for clear insights (thought in depth annotations) and intentional work clearly visible within their portfolio, and must ensure that it leads towards an in-depth final outcome.
- To reinforce pupils artistic development and aid in refinement, we run simultaneously independently set HL Tasks that allows pupils to cultivate their knowledge & skills from the all projects, as well as developing/refining key skills such as artist & contextual analysis. We also encourage independent exploration/refinement outside of the classroom of the theme through practical tasks to reinforce their learning and enhance the overall quality.

ESA (exam): At the start of the spring term (beginning of January), pupils will be set the externally set assessment by the exam board. This will be a Project based assessment with 7 choices of themes to delve into. Once a Theme has been picked pupils will use their prior knowledge of how to develop a project and begin to explore in-depth into their theme (of their choice). The students will spend the spring term investigating, experimenting and planning to generate a clear and coherent project with an insightful final outcome design. At the start of the summer term (approximately) pupils will then create their final design with a 10 hour timed controlled assessment/exam.

- Within the 2nd term, Pupils will explore into a combination of teacher lead tasks (on larger materials such as lino) and independent research and experimentation. This aid's pupils in how to narrow down ideas and produce outcome inspired by these themes. Pupils will still be encouraged to explore independently into topics, techniques and medias through personalised HL and class tasks. Pupils will be asked to complete contextual research based tasks, with Subjective and Objective annotations linked to the theme. Pupils will also explore into various drawing techniques inspired by prior Workshops (year9) (these include book based and larger outcomes) to enhance and understand what skills and associated knowledge is needed to obtain key marks

Within the 3rd Term, Pupils will not be present (dates depending on the exam)

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Literacy
Y11 Autumn 1	Refinement of Portfolio & completion of Final outcome: Students are to refine their portfolio based work focusing on areas of improvement linked to each assessment objective. Students to engage in thorough conversations/tutorials and reflections with their teachers to highlight what areas/AO's need refining. (AO1,2,3 & 4)	Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2-3 tasks (time scale depending) this links to the way KS5 projects are marked.	Pupils will be set personalised tasks linked to their refinement requirements. The tasks will be linked to student's portfolio work and aid in developing student's abilities regarding the assessment objectives, these include research tasks, drawings tasks & process and skills tasks. The timescale is set by the teacher due to timetabling.	Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exemplar	<u>Knowledge</u> -Understand and identify how to refine a project, -Reflect on prior learning and make informed decisions to refine & develop portfolio -to record intentions with visual plan and annotations using key definitions & terminology of assessment objectives	Understanding key terms based on skills, techniques and processes and their meanings. Modelling of analysis and evaluation of own, peers and artists work. Identifying relevant and useful information from different sources.
Y11 Autumn 2	Students to focus on completing Final outcomes, Additional portfolio based tasks, and sketchbook work. (AO4) Students are to use prior learning	Verbal feedback sheets to be completed by students and recording				

	<p>established in their previous projects, such as how to annotate/analysis art work, how to experiment with materials, develop ideas and create a final outcome.</p>	<p>conversations for progression</p> <p>Written non-specific, generic feedback given in line with GCQ regulations</p>			<p>-how to create a final outcome based on intentions -Successful Material/technique use and linked to practical and theory key words/terminology -How to independently develop outcomes and responses based off first-hand experience with materials</p> <p><u>Skills</u> Various media use dependent on outcome eg, (Tonal disposition/blending using pencil, biro & ink, Watercolour mixing/painting skills, Oil pastel blending, Chalk and charcoal tonal blending, Mixed media collage creation, 3D construction eg clay/wire/found objects) Analytical and reflection skills Planning and preparation for final outcome.</p>	
Y11 Spring 1	<p>ESA (externally set assessment - exam)</p> <p>Students are to begin exploring into their chosen theme (1 of 7). Through investigations and research linked to topics associated to the theme. (AO1)</p> <p>Students are to then explore primary observational studies of objects linked to their chosen theme using varied media such as pencil, biro or</p>	<p>Ongoing assessment of class learning based tasks/skills: Verbal feedback sheets to be completed by students and recording conversations for progression</p> <p>Written non-specific, generic feedback given in line with GCQ regulations</p>	<p>Pupils will be set personalised tasks linked to their theme choice & personal requirements. The tasks will be linked to student's exam work and aid in developing student's abilities regarding the assessment objectives, these include research tasks, drawings tasks & process and skills tasks.</p>	<p>Due to staff unaware of topics in advance PowerPoints worksheets & exemplar work is subject to change</p>	<p><u>Knowledge</u> -Understand and identify the themes set for the exam -key definitions & terminology of assessment objectives -Successful Material/technique use and linked to practical and theory key words/terminology</p>	<p>Key terms based on skills, techniques and processes and their meanings.</p> <p>Mind-mapping.</p> <p>Analytical and evaluative language.</p> <p>Structured analysis of artist and their work.</p>

	<p>watercolour (AO2 & 3)</p> <p>Students are to explore large scale outcomes(out of books) focusing on inspiration from their themes, work is to independently lead including the use of materials (These include using wire, card structures & acrylic/watercolour paints, mixed media outcomes and collages, photography and editing) (AO2 & 3)</p> <p>Students are to use prior learning established in KS3 and previous project, such as the use of visual elements, basic drawing skills and combining practical skills & knowledge (key words and terminology)</p>		The timescale is to be set by the teachers		<p>-How to independently develop outcomes and responses based off contextual or first-hand influences.</p> <p>-Understand and identify how to develop a project independently inspired by own journey, Using analytical and reflective skills to be decisive as to how work will develop.</p> <p><u>Skills</u> Various media use dependent on outcome eg, (Tonal disposition/blending using pencil, biro & ink, Watercolour mixing/painting skills, Oil pastel blending, Chalk and charcoal tonal blending, Mixed media collage creation, 3D construction eg clay/wire/found objects) Analytical and reflection skills Planning and preparation for final outcome. Contextual research building up analytical skills</p>	<p>Identifying relevant and useful information from different sources.</p> <p>Modelling of analysis and evaluation.</p>
Y11 Spring 2	<p>Students are to continue experimenting inspired by their theme with materials to enhance their project (AO2 & AO3)</p> <p>Students are to explore developing their own designs/final ideas inspired by their project and investigative studies into individually chosen topic's These ideas are to be developed inspired by outcomes, research, experimentations & insights from the student project. Final ideas must be clear and link to their projects with clear intentions recorded. (AO3 & 4)</p> <p>Students are to explore developing their own designs/final ideas ready to create a final outcome inspired by their project and investigative studies into individually chosen topic's, these ideas are to be developed through continual research and experimentation with material to ensure their final outcome has been planned out. . (AO3 & 4)</p>					

Y11 Summer 1	<p>GCSE ART EXAM TO TAKE PLACE (Date depending)- Students are to sit their ESA exam and create their final design idea in a 10 hour controlled assessment environment. (AO4)</p> <p>Pupils portfolios can be refined after the exam if dates allow (up until the 2nd week in may only)</p>	Work is externally moderated.	N/A	N/A	N/A	
Y11 Summer 2	N/A					