

# KS4 Art Curriculum Overview

	<b>Links to KS3</b>	KS3 Fine Art lessons has provide the foundation skills and knowledge needed to access GCSE Fine Art. Pupils will have studies the works of others artists and learned a variety of techniques and processes linking directly to the GCSE. The assessment criteria applied in yr 9 is the same as the AQA GCSE Fine Art assessment objectives.					
<b>Intent</b>	<b>Statement of Intent</b>	All pupils will experience a wide range of Fine Art techniques and processes. They will study the works of artists and apply this to their own work and development of their own ideas. Pupils will learn how to make personal and creative responses in the production of their own work. All pupils will have the opportunity to visit art galleries to view art works first hand.					
	<b>Timeline</b>	<b>Term 1 - 7 Weeks</b>	<b>Term 2 - 7 Weeks</b>	<b>Term 3 - 7 Weeks</b>	<b>Term 4 - 6 Weeks</b>	<b>Term 5 - 5 Weeks</b>	<b>Term 6 - 6 Weeks</b>
<b>Implementation (Year 10)</b>	<b>Year Overview</b>	Terms 1 and 2 focus on use of media, skill building and understanding assessment criteria. Terms 3 and 4 focus on studying the work of other artists, techniques and processes and the development of ideas. Pupils will create their own final outcomes linked to the Theme of Nature and Natural form. Project 2 begins in term 5 and 6. Project 2 is like a mock exam. It is a full GCSE Project meeting all the assessment objectives. There is a focus on independent learning to ensure pupils are ready for their externally set task.					
	<b>SOW</b>	<b>Year 10 – Nature and Natural Form</b>				<b>Assessment Objectives</b>	
	<b>Assessment Type &amp; Unit Focus</b>	<p>students will :</p> <ul style="list-style-type: none"> <li>Use a range of fine art techniques and processes</li> <li>Drawing/Painting/Ceramics/Photography/ Mixed Media/Ceramics</li> <li>Explore and analyse the work of other artists</li> <li>Use and experiment with a wide range of media</li> <li>Develop own ideas</li> <li>Record ideas and make written evaluations</li> <li>Plan and create final outcomes</li> </ul>				<ul style="list-style-type: none"> <li>A01 develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding</li> <li>A02 refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes</li> <li>A03 record their ideas, observations and insights relevant to their intentions in visual and/or other forms</li> <li>A04 present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements</li> </ul>	
<b>Implementation (Year 11)</b>	<b>Year Overview</b>	Pupils will complete project 2 by the end of yr 11 term 2. The externally set task papers are given to pupils in January. Pupils select one question from the AQA paper. Pupils complete the externally set task working independently with teacher consultation and guidance. Pupils have to fulfil all assessment objectives.					
	<b>SOW</b>	<b>Year 11- GCSE starting points</b>		<b>Externally Set Task</b>		<b>Assessment Objectives</b>	
	<b>Assessment Type &amp; Unit Focus</b>	<p>Pupils will choose a GCSE task starting point</p> <p><b>Starting Points</b></p> <p><b>Landscape</b></p> <p><b>Food</b></p> <p><b>Identity</b></p> <p><b>Close ups</b></p> <p><b>Clay</b></p> <p>Pupils will complete a full project meeting the requirements of the GCSE assessment objectives</p> <p>Pupils will focus on the development of ideas and refinement of work to achieve their final outcomes.</p> <p>Pupils are encouraged to work independently and creatively.</p> <p>Project 2 provides a sound foundation for the externally set task.</p>		<p>Paper released on January the 1st</p> <p>Pupils select one starting point</p> <p>Preparatory work is completed in line with the assessment objectives</p> <p>Pupils have a 10 hour period of controlled assessment to complete their final outcome.</p>		<ul style="list-style-type: none"> <li>A01 develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding</li> <li>A02 refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes</li> <li>A03 record their ideas, observations and insights relevant to their intentions in visual and/or other forms</li> <li>A04 present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements</li> </ul>	
	<b>Topic Texts</b>	Gallery and exhibition reviews. Articles and information on Artists studied.					
<b>Impact</b>	<b>Year Tracking</b>	Yr 10 RP1:	Yr 10 RP2:	Yr 10 RP3: Yr 10 RP4: PPE	Yr 11 RP1: Yr 11 RP2: PPE	Yr 11 RP3:	Yr 11 RP4:
	<b>literacy and Numeracy links</b>	Reading-topic texts, Instructions Numeracy-Measurements, proportion, pattern. Visual literacy					
	<b>How It Is Used / Skills Set Developed / Outcomes</b>	Skills developed when studying Fine Art-Visual Literacy, Hand eye co ordination, Concentration and control, Problem solving, generation and developing ideas, Wider understanding of the world, promotes mental health and wellbeing, personal expression, sense of achievement.					
	<b>Links to Higher Education</b>	A level Fine Art A level Textile Design					
	<b>Careers in the Curriculum</b>	Artist, Art Therapist, Fashion Designer, Illustrator, Teacher, Lecturer, Architect, Graphic Designer, Curator, Gallery owner, Animator, Make up Artist					