

KS4 Art Curriculum Map

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| | <p>Intent:</p> <ul style="list-style-type: none"> ➤ Think creatively ➤ Explore own ideas ➤ Present their findings effectively using visual language ➤ Grow in cultural capital and understanding of how art has impacted and developed the modern world ➤ Work to deadlines ➤ Demonstrate resilience and perseverance ➤ Work independently | <p>Intrinsic Subject Value</p> <p>Students need to understand how, why and when the visual world around them was created. Colour/ form/ tone/ line/ texture/ shape/ scale/ pattern. Art is in everything they see, touch, wear, buy and come across on a day-to-day basis. Alongside this, an education in Art provides cultural capital, a sense of self, independence, confidence, resilience and exploration to create effective risk takers. The world our students are engaged in, requires a thorough understanding of visual language to be able to communicate ideas and understand advertising and the stimuli in the modern world. Students need to comprehend that 80% of British employment is connected to the creative industries and that GCSE studies is the starting point of how to gain entry to these fields. Creative GCSE's are now a prerequisite of many top performing universities especially for courses in law and medicine</p> | |
| | <p>KS2 'Subject' Curriculum</p> <p>Become proficient in drawing, painting, sculpture and print techniques. Explore ideas and record their own experiences Evaluate and analyse creative works using the language of art, craft and design in both own and others work Learn about great artists and movement. Understand historical and cultural development of art Developing the use and effectiveness of sketchbook recording</p> | <p>'Subject' themes that run through the curriculum</p> <ul style="list-style-type: none"> EXPLORE EXPERIMENT TAKE RISKS DEVELOP CONFIDENCE INDEPENDANCE | |
| Year 10 | <p>Skills and Techniques</p> <p>Rationale: The students embark on their GCSE years with a recap and exploration of a whole range of media, processes and techniques covering art, craft and Design. This unit focuses on stand-alone workshops designed to further develop, refine or introduce new skills, techniques and understanding. This is completed and presented on paper mounted. This develops confidence when choosing media and working independently</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> through a range of media and technique workshops both primary and secondary sourced refine control of media through the workshop learn from and identify mistakes. Use these to develop and refine own work Sharing work, altering scale, Using mistakes to improve. Feedback, peer assessment, practice, disciplines of media processes ongoing independence <p>Disciplinary Knowledge:</p> <p>Drawing, sketching, blending, tone, mark-making, composition, scale, painting, printing, sculpture, composition, mixed media, control, application</p> <p>Prior learning / retrieval:</p> <p>What is media? How do we control given media? What are the properties/ limitations of a given media? What is mixed media? Why add tone? Paint properties and how to use them? How do you control the given media?</p> <p>Links to KS3 NC:</p> <p>Building on the ability to use a sketchbook to record, exploring a range of media, processes and techniques. Annotating ideas and thoughts. Making connections and understanding the historical context of the artists chosen.</p> <p>Disciplinary literacy:</p> <p>Sketch, tone, line, texture, form, shape, composition, pattern, observation, scale, colour, mark-making, control, blending, shading, movement, artists, technique, comparison, assessment objectives, record, develop, respond, contrast, explore</p> <p>Summative assessment:</p> <p>A series of individual responses to workshops on a range of media and in a range of sizes. Mounted, presented and annotated</p> <p>Formative Assessment:</p> <p>Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p> | <p>'The Everyday' - Sustained Investigation</p> <p>Rationale: Students embark on an investigation into the world around them and their everyday lives. Students work independently to record ideas, observations and insights into their chosen areas of development drawing on skills and techniques previously developed. Students choose their own artists for reference. This is completed in sketchbooks. Students work through the assessment objectives from AQA</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> A range of artists, designers and crafts people. A range of primary and secondary source material, a range of chosen media with colour, scale, form, shape and media learn from mistakes as experimenting. Record ideas and thoughts independently and sharing take risks and annotate. Self-challenge for scale and media. Confidence to tackle a large scale final piece work independently through a series of 1-2-1 reviews and modelling both from class teacher and peers <p>Disciplinary Knowledge:</p> <p>Drawing, sketching, blending, tone, mark-making, composition, scale, painting, printing, sculpture, composition, mixed media, control, application</p> <p>Prior learning / retrieval:</p> <p>What works for you, why? How does it link to the artists chosen? Who have you chosen, and why? What have you learnt about their movement/ style and how it fits with your project? What is depth? What is composition? What are AO1-4 and how do we interpret them? Class marking, what is this worth and why?</p> <p>Links to KS3 NC:</p> <p>Building on the ability to use a sketchbook to record, exploring a range of media, processes and techniques. Annotating ideas and thoughts. Making connections and understanding the historical context of the artists chosen.</p> <p>Disciplinary literacy:</p> <p>Sketch, tone, line, texture, form, shape, composition, pattern, observation, scale, colour, mark-making, control, blending, shading, movement, artists, technique, comparison, assessment objectives, record, develop, respond, contrast, explore</p> <p>Summative assessment:</p> <p>Assessment Objectives 1-4 AQA</p> <p>Formative Assessment:</p> <p>Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconception</p> | <p>Response to real world Art</p> <p>Rationale: Students are required to respond to some form of visit/ trip using visual language. Students work in handmade sketchbooks to record their ideas and reflections from the trip and make connections to artists work. Students work independently choosing own media and ideas to present</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> explore a range of media for recording observations with layering and mixing media, colour, shape, scale to create interesting responses through new/ unfamiliar media and media restrictions due to nature of the trip venues multiplied by the addition of 4+ prints to the final piece working live in the public domain independent choice of content and composition <p>Disciplinary Knowledge:</p> <p>Drawing, sketching, blending, tone, mark-making, composition, scale, painting, composition, mixed media, control, application</p> <p>Prior learning / retrieval:</p> <p>How do you control sketching? How do you build up colour and tone? How do you create depth in an image? What happens when we alter scale? What is mixed media?</p> <p>Links to KS3 NC:</p> <p>Building on the ability to use a sketchbook to record, exploring a range of media, processes and techniques. Annotating ideas and thoughts. Making connections and understanding the historical context of the artists chosen.</p> <p>Disciplinary literacy:</p> <p>Sketch, tone, line, texture, form, shape, composition, pattern, observation, scale, colour, mark-making, control, blending, shading, movement, artists, technique, comparison, assessment objectives, record, develop, respond, contrast, explore</p> <p>Summative assessment:</p> <p>Production of a handmade sketchbook comprising 10 pages using a range of media, scale and composition to respond directly from observation</p> <p>Formative Assessment:</p> <p>Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p> |

Year 11

Mock Exam- component 1

Rationale: During Year 11 students have this opportunity to have a practice at a past AQA exam paper. Students choose their own question and work through assessment objectives to produce responses to all assessment objective points. Students use what they have learnt through KS3 and Year 10 to work independently on their own project preparing them for work post 16 in the arts

Substantive Knowledge:

- EXPLORE- chosen question/ theme
- EXPERIMENT- with a range of media, techniques and processes as work develops
- TAKE RISKS- annotate what you have done, why and how it could be developed
- DEVELOP CONFIDENCE- autonomy over project direction through 1-2-1 reviews
- INDEPENDENCE- responsible for meeting deadlines and submitting work independently following the same basic layout as the sustained unit in Year 10

Disciplinary Knowledge:

Drawing, sketching, blending, tone, mark-making, composition, scale, painting, printing, sculpture, composition, mixed media, control, application

Prior learning / retrieval:

- What question and why?
- What is your starting point and why?
- How will this develop and why?
- Who are your links and where can we see them?
- How does your ideas reflect your investigations and research?
- Does your final response reflect the theme?
- How is it personal and meaningful?

Links to KS3 NC:

Building on the ability to use a sketchbook to record, exploring a range of media, processes and techniques. Annotating ideas and thoughts. Making connections and understanding the historical context of the artists chosen.

Disciplinary literacy:

Sketch, tone, line, texture, form, shape, composition, pattern, observation, scale, colour, mark-making, control, blending, shading, movement, artists, technique, comparison, assessment objectives, record, develop, respond, contrast, explore

Summative assessment:

Assessment Objectives 1-4 AQA

Formative Assessment:

Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions

AQA externally set assignment- Component 2

Rationale: Students have been taught and develop skills and knowledge in all art related work to allow them to choose with confidence their own question/ theme and to complete work in each assessment objective that supports and answers the requirements of the board for final assessment

Substantive Knowledge:

- EXPLORE- chosen question/ theme
- EXPERIMENT- with a range of media, techniques and processes as work develops
- TAKE RISKS- annotate what you have done, why and how it could be developed
- DEVELOP CONFIDENCE- autonomy over project direction through 1-2-1 reviews
- INDEPENDENCE- responsible for meeting deadlines and submitting work independently following the same basic layout as the sustained unit in Year 10

Disciplinary Knowledge:

Drawing, sketching, blending, tone, mark-making, composition, scale, painting, printing, sculpture, composition, mixed media, control, application

Prior learning / retrieval:

- What question and why?
- What is your starting point and why?
- How will this develop and why?
- Who are your links and where can we see them?
- How does your ideas reflect your investigations and research?
- Does your final response reflect the theme?
- How is it personal and meaningful?

Links to KS3 NC:

Building on the ability to use a sketchbook to record, exploring a range of media, processes and techniques. Annotating ideas and thoughts. Making connections and understanding the historical context of the artists chosen.

Disciplinary literacy:

Sketch, tone, line, texture, form, shape, composition, pattern, observation, scale, colour, mark-making, control, blending, shading, movement, artists, technique, comparison, assessment objectives, record, develop, respond, contrast, explore

Summative assessment:

Assessment Objectives 1-4 AQA

Formative Assessment:

Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions