



Subject: Art	Components		Composite	Mission statement
	What new knowledge do we introduce?		What do students <i>do</i> with this knowledge?	By the end of year 11 a Sybil Andrews English student will...
	Year 10	Year 11		
Autumn	<ul style="list-style-type: none"> • The Formal Elements • Assessment Objectives • Materials/Processes • Sketchbook Presentation • Developing Cultural Knowledge • Drawing from Observation • Artist Research and annotation • Exploring theme 'Based In Nature' 	<ul style="list-style-type: none"> • The Formal Elements • Assessment Objectives • Materials/Processes • Sketchbook Presentation • Developing Cultural Knowledge • Drawing from Observation • Artist Research and annotation • Exploring theme 'Autobiography'' 	<p>All skills and topics taught at Key Stage 4 are based around the Key Stage 4 Art and Design Assessment Objectives and criteria set out by the Exam Board. The knowledge learnt will assist the students at Key Stage 5 or other Higher Education Art courses.</p> <p>Skills Developing: Researching the work of different artists, analysing their work, developing ideas by exploring the Formal Elements of Art and Design Experimenting: Experimenting with a range of materials and processes. Experiments will include mixed media, painting, observational drawing, 3D construction and sculpture, clay work, photography, pen and ink and composition. Recording: Demonstrating artistic ability by using a range of media to record ideas and intentions related to the project theme. Observations will be recorded in Art Sketchbooks. Presenting: Finishing, presenting, analysing and evaluating work.</p>	<p>Be familiar with the four Assessment Objectives and assessment criteria for Art and Design at Exam Level.</p> <p>They will have acquired a range of skills and explored varied processes and techniques in order to prepare them for Higher Education.</p> <p>They will have researched wide and varied artists and be familiar with the work of different craftspeople from all cultures and backgrounds.</p> <p>Be able to use Art Language when talking about art and be able to apply their art vocabulary to their work when critically analysing their work and the work of others.</p>
Spring	<ul style="list-style-type: none"> • The Formal Elements • Assessment Objectives • Materials/Processes • Sketchbook Presentation • Developing Cultural Knowledge • Drawing from Observation • Artist Research and annotation • Exploring theme 'Based In Nature' 	<ul style="list-style-type: none"> • Exam Paper issued from the Exam Board • Assessment Objectives • Materials/Processes • Sketchbook Presentation • Developing Cultural Knowledge • Drawing from Observation • Artist Research and annotation • Preparation for Exam theme. 	<p>Recording: Demonstrating artistic ability by using a range of media to record ideas and intentions related to the project theme. Observations will be recorded in Art Sketchbooks. Presenting: Finishing, presenting, analysing and evaluating work.</p>	<p>Through developing awareness of social networks and cultures, be able to show they have investigated artists from all nationalities, backgrounds and cultures.</p> <p>They will have developed and consolidated upon skills and knowledge that can be drawn upon</p>
Summer	<ul style="list-style-type: none"> • The Formal Elements • Assessment Objectives • Materials/Processes • Sketchbook Presentation • Developing Cultural Knowledge • Drawing from Observation • Artist Research and annotation • Introduction to second Coursework theme 'Autobiography' 	<ul style="list-style-type: none"> • Students will sit their 10 hour Externally Set Art Exam. 		



				<p>within wider social life: Creativity, Observation, Self-Expression, Discipline, Perseverance, Collaboration, Risk-Taking etc.</p>
<p>Rationale for these specific components and composite outcomes:</p>	<p><u>The Formal Elements:</u> Re-introduction to the Art and Design AQA GCSE, looking at the exam board specification and requirements. <u>Assessment Objectives:</u> For students to gain a solid understanding of how to structure their Art GCSE against the four assessment objectives set out by the exam board. Students will consolidate their understanding of the key terms and expectations through developing, experimenting, recording and presenting personal responses to their work. <u>Materials and Processes:</u> For students to gain an understanding of a wide range of media, techniques and processes, responding to first hand observations and photography, alongside the work of other artists. <u>Sketchbook Presentation:</u> Students will develop putting together a sketchbook that documents their creative journey and investigations, showing all four assessment objectives throughout and responding to the work using critical analysis and written annotation. Learning to actively engage with Art and Design in order to develop as an effective and independent student. <u>Developing cultural knowledge:</u> Understanding and application of art, craft and design in historical and contemporary contexts, societies and cultures. <u>Drawing from Observation:</u> For students to develop observational drawing techniques, working from first hand observation including their own photographs as a starting point and experimenting with line and tone.</p>	<p><u>The Formal Elements:</u> Re-introduction to the Art and Design AQA GCSE, looking at the exam board specification and requirements. <u>Assessment Objectives:</u> For students to gain a solid understanding of how to structure their Art GCSE against the four assessment objectives set out by the exam board. Students will consolidate their understanding of the key terms and expectations through developing, experimenting, recording and presenting personal responses to their work. <u>Materials and Processes:</u> For students to gain an understanding of a wide range of media, techniques and processes, responding to first hand observations and photography, alongside the work of other artists. <u>Sketchbook Presentation:</u> Students will develop putting together a sketchbook that documents their creative journey and investigations, showing all four assessment objectives throughout and responding to the work using critical analysis and written annotation. Learning to actively engage with Art and Design in order to develop as an effective and independent student. <u>Developing cultural knowledge:</u> Understanding and application of art, craft and design in historical and contemporary contexts, societies and cultures. <u>Drawing from Observation:</u> For students to develop observational drawing techniques, working from first hand observation including their own photographs as a starting point and experimenting with line and tone.</p>		



	<p>The work of a range of Artists: For students to learn how to research, respond to and evaluate the work of artists in relation to their investigations, learning how line and tone are developed, constructed and conveyed in each Artists work and responding through their own practice and investigations.</p> <p>Media: Students will learn how to use a range of materials including fine-liner, charcoal, chalk, pencil, pen and ink and mono-printing. They will learn to explore a range of processes including continuous line, mark making, surface layering and colour mixing/tones, tints and shades.</p> <p>Design Ideas and Final Outcome: Students will respond to their first hand imagery and artist research to come up with a series of developed design ideas that will culminate in a mini final outcome.</p> <p>Evaluation and Critical Analysis: For students to learn to organise and present their own work in appropriate forms, evaluating and analysing their work against the four Art Assessment Objectives.</p>	<p>The work of a range of Artists: For students to learn how to research, respond to and evaluate the work of artists in relation to their investigations, learning how line and tone are developed, constructed and conveyed in each Artists work and responding through their own practice and investigations.</p> <p>Media: Students will learn how to use a range of materials including fine-liner, charcoal, chalk, pencil, pen and ink and mono-printing. They will learn to explore a range of processes including continuous line, mark making, surface layering and colour mixing/tones, tints and shades.</p> <p>Design Ideas and Final Outcome: Students will respond to their first hand imagery and artist research to come up with a series of developed design ideas that will culminate in a mini final outcome.</p> <p>Evaluation and Critical Analysis: For students to learn to organise and present their own work in appropriate forms, evaluating and analysing their work against the four Art Assessment Objectives.</p> <p>Exam Preparation: Ready to sit the 10 hour Externally Set Art Examination.</p>		
<p>How is challenge embedded into the KS4 curriculum?</p> <p>The majority of subjects/topics covered and lessons delivered, include advanced challenges on every Powerpoint increasing in difficulty. There will be tiered Learning Outcomes so all students at all levels can be challenged according to their abilities.</p> <p>There will be Stretch and Challenge activities for students to do in order to further develop their skills and understanding.</p>		<p>How does the KS4 curriculum above build on prior knowledge from KS3 and adequately prepare the student for KS5?</p> <p>The Key Stage 4 subject content sets out the knowledge, understanding and skills common to all AS and A level specifications in art and design. It is designed to develop intellectual, imaginative, creative and intuitive capabilities through the development of investigation, analytical, experimental, practical, technical and expressive skills. This is developed alongside aesthetic understanding and critical judgement.</p>		



Students are required through the Key Stage 4 course content to develop independence of mind, refining and communicating their own ideas, intentions and personal outcomes which has been built upon from Key Stage 3. For Higher Education Art courses, students are required to work with a broad range of media, understanding processes and have an awareness of the contexts in which they operate. At Key Stage 4, students are encouraged to work in this way alongside developing the knowledge and experience of real world contexts with links to creative industries.