

## KS4 Art and Design Curriculum Mapping

Year 10						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	Foundation Work in Art	Foundation Work in Art	Foundation Work in Art to Half - Term Main CWK Project Feb Half - Term onwards - Component 1 (individual project plans).	Main CWK Project Component 1 (individual project plans).	Main CWK Project Component 1 (individual project plans).	Main CWK Project Component 1 (individual project plans).
<b>Knowledge and skills (Content)</b>	<p>THEME –will be different for each group e.g. 'Food' or 'Shoes'</p> <p>Working from Photos taken in Class, or at home and organised by staff.</p> <p>Lessons will direct students, with an emphasis on: EXPERIMENTATION WITH DIFFERENT MEDIA AND PROCESSES to further their skills.</p> <p>Lessons will direct students on good practice in use of a wide variety of media and processes.</p> <ul style="list-style-type: none"> <li>•Including tonal pencil work, use of chalk and oil pastels.</li> <li>•Students will be instructed on how to prepare grounds and the effects of working on different surfaces/ papers.</li> <li>•Recording in pencil and pen and pencil crayon.</li> <li>•Students will undertake tasks introducing water colour and acrylic painting skills, including colour mixing theory.</li> <li>•Collage Techniques.</li> <li>•Silver card Etching and printing techniques</li> <li>•Batik and silk painting techniques.</li> <li>•Clay techniques – slab, coil and pinch pot processes. How to use glazes.</li> <li>•Ink and bleach techniques.</li> </ul>	<p>Lessons will continue to direct students, with an emphasis on: EXPERIMENTATION WITH DIFFERENT MEDIA AND PROCESSES to further their skills.</p> <p>Lessons will continue to direct students on good practice in use of a wide variety of media and processes.</p> <ul style="list-style-type: none"> <li>•Collage Techniques.</li> <li>•Silver card Etching and printing techniques</li> <li>•Batik <ul style="list-style-type: none"> <li>• Silk painting techniques.</li> </ul> </li> <li>•Clay techniques – slab, coil and pinch pot processes. How to use glazes.</li> <li>•Ink and bleach techniques.</li> </ul> <p>•Students will be introduced to the assessment criteria for GCSE Art.</p> <p>•They will be encouraged to review their own and others work, using this to inform their own learning and set their own targets for progress.</p> <p>Students will: Developing creative thinking, annotation skills, and strong drawing skills (include both drawing from direct observation, own photos and secondary sources).</p> <p>They will: Develop skills on how to analyse artist work and own work using Formal Elements Including annotation using subject specific terminology.</p> <p>Students will be shown ways to research topics and artists, and how to then use this research to inform their own developments.</p>	<p>Lessons will continue to direct students, with an emphasis on: EXPERIMENTATION WITH DIFFERENT MEDIA AND PROCESSES to further their skills. <b>Up to Half Term</b></p> <p>Lessons will continue to direct students on good practice in use of a wide variety of media and processes. <b>Up to Half term</b></p> <ul style="list-style-type: none"> <li>• Batik</li> <li>•Silk painting techniques.</li> <li>•Clay techniques – slab, coil and pinch pot processes. How to use glazes.</li> <li>• Students will be introduced to the assessment criteria for GCSE Art.</li> </ul> <p><b>February Half term onwards:</b> Over Feb Half Term Holiday: Students will research and decide on their own personal theme for their main coursework project.</p> <p>They will continue to build on the skills taught in the Autumn Term – researching, recording, experimenting with media and developing their ideas in imaginative and creative ways that show influences from their research.</p> <ul style="list-style-type: none"> <li>•They will begin by creating a mind map of 4 different topics or themes that interest them. A03</li> <li>•They will continue to expand on this by taking their own photos that explore their chosen subject and creating a 'My Photos page'. Annotating their work to explain how the photos will support their explanation of their theme. A03</li> </ul>	<ul style="list-style-type: none"> <li>•Students will go on to research Artists/ Designers and Craft People to support the development of their project ideas. A01.</li> <li>•Students will begin to create developmental pieces – responding to their artist's research and building on the technical media skills learnt in the Autumn Term.</li> <li>•They will be encouraged to review their own and others work, using this to inform their own learning and set their own targets for progress. This will include tracking their own progress at different point in the project.</li> <li>•They will be encouraged to respond to feedback – which will be given both verbally and in a written Feedback Log in their sketch book.</li> </ul>	<p>Students will continue to develop their Coursework Project working to their own personal plan of investigations. Their Project Plan will be organised to cover all 4 assessment objectives.</p> <p>A01 – Reseaching into Artists/ Designers or Craft people to support and inspire their won work.</p> <p>A02 - Developing ideas in response to their personal theme and linking to their Artists research.</p> <p>A03 – Recording from photos they have taken (linked to their theme) using a variety of media and capturing the realism of the objects.</p> <p>A04 – a final conclusion to their work, which is a culmination of the development pieces they have experimented with.</p> <p>Students will need to annotate their work using formal elements to describe how they have developed their ideas and brought in influences from their selected Artists/ Designers or Craft people.</p>	<p>Yr10 Exam SAS Exam</p> <p>This will take the form of an extended and more finished development piece relating to their artists for their main coursework project.</p> <p>It will introduce the practise of creating a timed piece without staff support. Similar to the Final Timed Piece that will be produced in their Controlled Assessment in May.</p> <p>Alternatively, students may choose to create 2 smaller developments relating to their artists and exploring different media.</p> <p>They may choose to work in any media that is appropriate for their main CWK project and it could be 2 or 3 D.</p> <p>We would expect it to be approximately A3 in size. Students will be offered an individual tutorial this in the later part of this term looking at their progress and coverage of the assessment objectives.</p> <p>Students will continue to develop their Coursework Project working to their own personal plan of investigations. Their Project Plan will be organised to cover all 4 assessment objectives.</p>

			<ul style="list-style-type: none"> <li>They will continue to explore their theme by making a variety of drawn recordings using a range of media. AO3</li> </ul>			
<b>Assessment</b>	<p>Verbal assessment in Lessons. HWK – (weekly) – written feedback.</p> <p>They will be encouraged to respond to feedback – which will be given both verbally and in a written Feedback Log in their sketch book.</p>	<p>Verbal assessment in Lessons. HWK – (weekly) – written feedback.</p> <p>They will be encouraged to respond to feedback – which will be given both verbally and in a written Feedback Log in their sketch book</p>	<p>Verbal assessment in Lessons. HWK – (weekly) – written feedback.</p> <p>They will be encouraged to respond to feedback – which will be given both verbally and in a written Feedback Log in their sketch book</p>	<p>Verbal assessment in Lessons. HWK – (weekly) – written feedback.</p> <p>They will be encouraged to respond to feedback – which will be given both verbally and in a written Feedback Log in their sketch book</p>	<p>Verbal assessment in Lessons. HWK – (weekly) – written feedback.</p> <p>They will be encouraged to respond to feedback – which will be given both verbally and in a written Feedback Log in their sketch book</p>	<p>SAS Exam Feedback and marking.</p> <p>Verbal assessment in Lessons. HWK – (weekly) – written feedback.</p> <p>Individual Portfolio tutorials held after SAS exams.</p>
<b>Cross Curricular Links</b>	<p>Design Process is taught - linking with Technology. 3D and Textiles skills – link with Technology.</p> <p>Literacy skills – Researching into artists/ designers and craft people (reading and analysing) works of Art and design.</p> <p>Research into History of Art/ Design/Craft – looking at established Art movements and the context that art is created within links to History.</p> <p>Skills taught link to ICT and Media courses.</p>	<p>Design Process is taught - linking with Technology. 3D and Textiles skills – link with Technology.</p> <p>Literacy skills – Researching into artists/ designers and craft people (reading and analysing) works of Art and design.</p> <p>Research into History of Art/ Design/Craft – looking at established Art movements and the context that art is created within links to History.</p> <p>Skills taught link to ICT and Media courses.</p>	<p>Design Process is taught - linking with Technology. 3D and Textiles skills – link with Technology.</p> <p>Literacy skills – Researching into artists/ designers and craft people (reading and analysing) works of Art and design.</p> <p>Research into History of Art/ Design/Craft – looking at established Art movements and the context that art is created within links to History.</p> <p>Skills taught link to ICT and Media courses.</p>	<p>Design Process is taught - linking with Technology. 3D and Textiles skills – link with Technology.</p> <p>Literacy skills – Researching into artists/ designers and craft people (reading and analysing) works of Art and design.</p> <p>Research into History of Art/ Design/Craft – looking at established Art movements and the context that art is created within links to History.</p> <p>Skills taught link to ICT and Media courses.</p>	<p>Design Process is taught - linking with Technology. 3D and Textiles skills – link with Technology.</p> <p>Literacy skills – Researching into artists/ designers and craft people (reading and analysing) works of Art and design.</p> <p>Research into History of Art/ Design/Craft – looking at established Art movements and the context that art is created within links to History.</p> <p>Skills taught link to ICT and Media courses.</p>	<p>Design Process is taught - linking with Technology. 3D and Textiles skills – link with Technology.</p> <p>Literacy skills – Researching into artists/ designers and craft people (reading and analysing) works of Art and design.</p> <p>Research into History of Art/ Design/Craft – looking at established Art movements and the context that art is created within links to History.</p> <p>Skills taught link to ICT and Media courses.</p>
<b>SMSC, British Values, Cultural Capital</b>	<p>Learning about the Development of Art through History (both British and International), and personal appreciation of artist's work selected by individual students. that is of personal interest.</p>	<p>Learning about the Development of Art through History (both British and International), and personal appreciation of artist's work selected by individual students. that is of personal interest.</p>	<p>Learning about the Development of Art through History (both British and International) and personal appreciation of artist's work. Student's personal project choice can lead to explorations of topics linking to British Values and SMSC.</p>	<p>Learning about the Development of Art through History and personal appreciation of artists work that i Student's personal project choice can lead to explorations of topics linking to British Values and SMSC.s of personal interest.</p>	<p>Learning about the Development of Art through History (both British and International) and personal appreciation of artist's work. Student's personal project choice can lead to explorations of topics linking to British Values and SMSC.</p>	<p>Learning about the Development of Art through History (both British and International) and personal appreciation of artist's work. Student's personal project choice can lead to explorations of topics linking to British Values and SMSC.</p>
<b>CEIAG</b>	<p>Students are given information about the range of Art Careers on offer, University Courses and Apprentices available. Individual advice is given to students on possible career routes as applicable. Students are given information</p>	<p>Students are given information about the range of Art Careers on offer, University Courses and Apprentices available. Individual advice is given to students on possible career routes as applicable. Students are given information</p>	<p>Students are given information about the range of Art Careers on offer, University Courses and Apprentices available. Individual advice is given to students on possible career routes as applicable.</p>	<p>Students are given information about the range of Art Careers on offer, University Courses and Apprentices available. Individual advice is given to students on possible career routes as applicable. Students are given information</p>	<p>Students are given information about the range of Art Careers on offer, University Courses and Apprentices available. Individual advice is given to students on possible career routes as applicable. Students are given information</p>	<p>Students are given information about the range of Art Careers on offer, University Courses and Apprentices available. Individual advice is given to students on possible career routes as applicable. Students are given information</p>



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<b>Learning outside the classroom</b>	After school – Coursework Catch up. •Students are encouraged to visit local galleries during holiday periods.	When possible - November Gallery Trip to London or New York. After school – Coursework Catch up. Students are encouraged to visit local galleries during holiday periods.	After school – Coursework Catch up. •Students are encouraged to visit local galleries during holiday periods.		After school – Coursework Catch up.  Students are encouraged to visit local galleries during holiday periods.	After school – Coursework Catch up.
<b>Additional Subject Specific Information</b>						

Year 11						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	<b>Main Coursework Project: Component 1</b> Students will continue with their personal project as advised by staff.	<b>Main Coursework Project: Component 1</b> Students will continue with their personal project as advised by staff.	<b>Component 2: Practical Examination Preparation.</b> In the first week of the Spring Term students will be given the Component 2 Exam Paper from the exam board. Students will select one of seven topics as a starting point for their exam preparation and begin producing work in a	<b>Component 2: Practical Examination Preparation.</b> In the first week of the Spring Term students will be given the Component 2 Exam Paper from the exam board. Students will select one of seven topics as a starting point for their exam preparation and begin producing work in a	<b>Component 2 : Practical Examination.</b> The 10 hour practical Art exam will take place in the second week of the summer term. On completion of the exam time – students will submit all preparation work for the exam and their final piece/ pieces as produced in the ten hours for	<b>Assessment :</b> Exam Project will be handed in for assessment in the first half of the summer term. No Exam or further work is required.

			similar format to their CWK. Mind map, photos page, artists research, initial drawings, developments, close up analysis drawings, layouts for final piece.	similar format to their CWK. Mind map, photos page, artists research, initial drawings, developments, close up analysis drawings, layouts for final piece.	assessment.	
<b>Knowledge and skills (Content)</b>	<p>This CWK project needs to contain:</p> <ul style="list-style-type: none"> <li>• Mind map of possible subject areas for project,</li> <li>• My Photos Page – containing a range of photos taken themselves on their project theme which can be used to draw from.</li> <li>• Minimum of 6 initial recordings in a range of media. These should be as realistic as possible.</li> <li>• A range of close-up analysis drawings based on initial recordings produced.</li> <li>• Minimum of 3 artists pages-researching artists styles that can be used to influence their own work.</li> <li>• Minimum of 6 development pieces exploring media and the style of the artists selected and researched.</li> <li>• Minimum of 4 layout ideas for a final piece.</li> <li>• A larger more complex final piece that reflects all the explorations produced in their project.</li> </ul>	<p>This CWK project needs to contain:</p> <ul style="list-style-type: none"> <li>• Mind map of possible subject areas for project,</li> <li>• My Photos Page – containing a range of photos taken themselves on their project theme which can be used to draw from.</li> <li>• Minimum of 6 initial recordings in a range of media. These should be as realistic as possible.</li> <li>• A range of close-up analysis drawings based on initial recordings produced.</li> <li>• Minimum of 3 artists pages-researching artists styles that can be used to influence their own work.</li> <li>• Minimum of 6 development pieces exploring media and the style of the artists selected and researched.</li> <li>• Minimum of 4 layout ideas for a final piece.</li> <li>• A larger more complex final piece that reflects all the explorations produced in their project.</li> </ul>	<p>This Practical Exam Preparation should contain:</p> <ul style="list-style-type: none"> <li>• Mind map of possible subject areas for exam based on topic selected of exam sheet,</li> <li>• My Photos Page – containing a range of photos taken themselves on their exam theme which can be used to draw from.</li> <li>• Minimum of 5 initial recordings in a range of media. These should be as realistic as possible.</li> <li>• A range of 4 close-up analysis drawings based on initial recordings produced.</li> <li>• Minimum of 2 artists pages-researching artists styles that can be used to influence their own work.</li> <li>• Minimum of 5 development pieces exploring media and the style of the artists selected and researched.</li> <li>• Minimum of 4 layout ideas for a final piece.</li> </ul>	<p>This Practical Exam Preparation should contain:</p> <ul style="list-style-type: none"> <li>• Mind map of possible subject areas for exam based on topic selected of exam sheet,</li> <li>• My Photos Page – containing a range of photos taken themselves on their exam theme which can be used to draw from.</li> <li>• Minimum of 5 initial recordings in a range of media. These should be as realistic as possible.</li> <li>• A range of 4 close-up analysis drawings based on initial recordings produced.</li> <li>• Minimum of 2 artists pages-researching artists styles that can be used to influence their own work.</li> <li>• Minimum of 5 development pieces exploring media and the style of the artists selected and researched.</li> <li>• Minimum of 4 layout ideas for a final piece.</li> </ul>	<p>In the 10 hour practical Exam: A larger more complex final piece is produced that reflects all the explorations produced in their preparation work.</p>	
<b>Assessment</b>	<p>Throughout the course students will get on going weekly verbal feedback in lessons. They will also have at least one portfolio review with their teacher looking at their CWK project and possible approaches to completing their work.</p> <p>Component 1 is marked by Art Staff and Moderated by a visiting Moderator from AQA</p>	<p>Throughout the course students will get on going weekly verbal feedback in lessons. They will also have at least one portfolio review with their teacher looking at their CWK project and possible approaches to completing their work.</p> <p>Component 1 is marked by Art Staff and Moderated by a visiting Moderator from AQA</p>	<p>Throughout the Examination preparation period students will get on going weekly verbal feedback in lessons.</p> <p>Component 2 is marked by Art Staff in the Summer term and Moderated by a visiting Moderator from AQA after marks have been submitted.</p>	<p>Throughout the Examination preparation period students will get on going weekly verbal feedback in lessons.</p> <p>Component 2 is marked by Art Staff in the Summer term and Moderated by a visiting Moderator from AQA after marks have been submitted.</p>	<p>Component 2 is marked by Art Staff in the Summer term and Moderated by a visiting Moderator from AQA after marks have been submitted.</p>	
<b>Cross Curricular Links</b>	<p>Link to work in DT, Media and Photography often occur for students following those subject areas – this is usually through technical skills.</p>	<p>Link to work in DT, Media and Photography often occur for students following those subject areas – this is usually through technical skills.</p>	<p>Link to work in DT, Media and Photography often occur for students following those subject areas – this is usually through technical skills.</p>	<p>Link to work in DT, Media and Photography often occur for students following those subject areas – this is usually through technical skills.</p>		<p>Links to Science with the Nancy Rothwell Botanical Illustration Competition – is used as part of our transition work to A level.</p>
<b>SMSC, British Values, Cultural Capital</b>	<p>As part of their CWK component and exam component – students will select/ research/ study and respond to the work of other artists and designers from around the world.</p>	<p>As part of their CWK component and exam component – students will select/ research/ study and respond to the work of other artists and designers from around the world.</p>	<p>As part of their CWK component and exam component – students will select/ research/ study and respond to the work of other artists and designers from around the world.</p>	<p>As part of their CWK component and exam component – students will select/ research/ study and respond to the work of other artists and designers from around the world.</p>		

<b>CEIAG</b>	The good practice of professional artists and designers is discussed as a part of individual's project as appropriate. Students are given support and advice on career routes and next steps / potential for future work/learning within the Arts, depending on their interests.	The good practice of professional artists and designers is discussed as a part of individual's project as appropriate. Students are given support and advice on career routes and next steps / potential for future work/learning within the Arts, depending on their interests.	The good practice of professional artists and designers is discussed as a part of individual's project as appropriate. Students are given support and advice on career routes and next steps / potential for future work/learning within the Arts, depending on their interests.	The good practice of professional artists and designers is discussed as a part of individual's project as appropriate. Students are given support and advice on career routes and next steps / potential for future work/learning within the Arts, depending on their interests.	The good practice of professional artists and designers is discussed as a part of individual's project as appropriate. Students are given support and advice on career routes and next steps / potential for future work/learning within the Arts, depending on their interests.	
<b>Learning outside the classroom</b>	Students are encouraged to visit galleries and exhibitions to support their CWK project.	Students are encouraged to visit galleries and exhibitions to support their CWK project.	Students are encouraged to visit galleries and exhibitions to support their practical examination project.	Students are encouraged to visit galleries and exhibitions to support their practical examination project.		
<b>Additional Subject Specific Information</b>	London or New York Gallery Trips are held in November of the course- when possible as an opportunity to view work first hand and also take photos to support their project/ examination work.	London or New York Gallery Trips are held in November of the course- when possible as an opportunity to view work first hand and also take photos to support their project/ examination work.				

Year 9						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)						
Knowledge and skills (Content)						
Assessment						
Cross Curricular Links						
SMSC, British Values, Cultural Capital						
CEIAG						
Learning outside the classroom						
Additional Subject Specific Information						