



Intent	What new knowledge/content do we introduce?						
By the end of KS4 students are able to...	Year 10		Year 11		Choices	How does this curriculum incorporate the Specification and go beyond? How does going beyond the specification ensure challenge?	
<p>Be equipped with the skills to enjoy, produce and engage with the visual arts throughout their lives,</p> <p>Develop transferable skills;</p> <ul style="list-style-type: none"> • Non-routine problem solving • Decision making and reasoning. • Critical thinking • ICT literacy • Communication • Relationship-building skills • Collaborative problem solving • Adaptability • Self-management and self-development <p>Develop and apply technical knowledge and skills. They will explore the use of a wide range of media and processes and be able to develop expertise in chosen, personalised specialisms.</p> <ul style="list-style-type: none"> • Observational drawing using a wide range of media.; pencil, graphite, charcoal, soft colour pencils, ink, chalk and oil pastels. 		<p>NOURISH – food for thought</p> <p>Students explore ideas relating to food and nourishment. They consider what nourishes their body, mind and soul and consider issues they feel strongly about.</p> <p>They work with still life, drawing, collage and painting.</p>	<p>1 Sept – Dec</p> <p>NOURISH introduction.</p> <p>Multiple artist references such as;</p> <p>Joel Penkman. Drawing sweets and treats, considering possible message and meaning.</p> <p>Fruit and healthy options explored through Tangerine drawing and painting in the style of Jo Bradney and fruit and packaging in the style of Janet Fish.</p> <p>Bradney’s Happy Meal to provoke thoughts about Junk food. Sixhours photography to inspired surreal photoshoot and Florence Henri to explore distortion of reality through reflection.</p> <p>2 Jan – Easter</p> <p>Sustained investigations working towards Nourish final responses in year 10 exam</p>	<p>EVENT 2</p>	<p>1 Sept – Dec</p> <p>Sustained investigations to develop personal response to EVENT theme, mock exam preparation.</p> <p>Mock Exam followed by Mock exam feedback work</p>	<p>We have selected artists for the teacher led phase to ;</p> <p>Introduce students to a wide selection of artists</p> <p>To enable students to make studies using a wide range of methods and materials.</p> <p>To introduce concepts, context and message and meaning</p>	<p>We have built a strong progression through year 10 and 11 to support personalisation of work and independent project pathways. We do not expect all of our students to complete the same work. Projects start with teacher led activities to introduce students to new artists, concepts and ways of working. At this phase students are encouraged to make choices about activities and use of materials and to respond to source inspiration with developing message and meaning ideas.</p> <p>Students then have a solid foundation of inspiration to draw from to enable them to develop their own route through sustained investigation and to a personal response.</p> <p>Teachers support this development through building close professional working relationships with students</p>
		<p>EVENT 1</p> <p>Students explore artists starting points with a focus on portraits and still life painting and printmaking.</p>	<p>Easter – July</p> <p>Students explore ideas relating to EVENT they explore sub themes of Life, Death, everyday events and celebrations. They respond to teacher led starting points with photoshoots, drawings, painting and prints and explore the work of multiple artists such as</p> <ul style="list-style-type: none"> • LIFE: Tai – Shan Schierenberg – drawing, black and white and colour painting. • DEATH: da Vinci and Jim dine skulls and dry point printing • EVERYDAY: Sarah Cawkwell mono printing and printing with everyday objects • CELEBRATION: Gemma Gene and Kate Brinkworth, drawing and painting form celebration still life. 	<p>EXTERNALLY SET ASSIGNMENT.</p> <p>Student led starting points, chosen artists, developments and outcomes.</p>	<p>2 Jan to Easter</p> <p>Exam theme released on 1st January January to Easter exam preparation. Exam dates and deadlines TBC</p>	<p>To inspire and motivate students to develop their own personalised ideas.</p> <p>Additional artists will be fed into to individual students to broaden their inspiration and support development of ideas. These will be personalised to</p>	

<ul style="list-style-type: none"> • Painting; acrylic, water colour and oil paint. • Printmaking; monoprinting and drypoint • Mixed media and optional 3D • Digital photography and editing <p>Meet assessment criteria as set by the exam board.</p> <ul style="list-style-type: none"> • Develop ideas through investigations demonstrating critical understanding of sources • Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes 	<p>Rationale for this sequence</p>	<p>The order of lessons is carefully designed to teach students how to work within their sketchbook, following a sequence of artist studies and visual analysis, personal response and own versions. This builds over time to give students confidence to control their own progress and develop personalised and meaningful responses from the teacher led starting points.</p>	<p>The order of lessons is planned to enable students to be guided to produce personalised work that meets all of the assessment objectives. The sequencing during independent phases enable teachers to support students to work at a productive pace and meet deadlines.</p> <p>The externally set assignment will also be planned and sequences by teachers to ensure students can respond effectively to the exam theme and develop a personalised project that can showcase their strengths and areas of interest.</p>	<p>the students and promote diversity.</p> <p>Practical activities have been selected to;</p> <p>Give students opportunity to explore a range of methods and materials.</p> <p>To inspire a range of ways of working</p> <p>To allow students to find their strengths and areas of specialism</p>	<p>through regular one to one support and discussion, coaching students to take control of their creative journeys and Artistic development</p> <p>In addition to timetabled curriculum time we also offer regular trips and visits to galleries and museums and have strong links to the Fitzwilliam museum and Heong gallery and kettles yard. We also run additional workshops in oil painting and sculpture.</p>
<ul style="list-style-type: none"> • Record ideas observations and insights relevant to intention as work progresses • Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language 	<p>How does the KS4 Curriculum build on previous learning at KS3?</p>	<p>KS3 provides the foundation of knowledge and skills needed to progress through GCSE Fine art. Students will know and be able to use the formal elements of art. They will have knowledge and skills in drawing, painting, printmaking photography and 3D practices and developed control with these materials. They will know how to visually analyse an artwork and annotate their own and others work and use this critique to support decision making and development of own ideas.</p>			